



# Allendale

SCHOOL DISTRICT

*“A Tradition of Excellence”*

## **Health Related Closure Preparedness Plan**

Michael J. Barcadepone, Ed.D.  
Superintendent of Schools

201-327-2020, Ext. 1306  
[mbarcadepone@allendalek8.com](mailto:mbarcadepone@allendalek8.com)



**ALLENDALE SCHOOL DISTRICT**

**Table of Contents**

	<b>Page</b>
<b>Vision/Expectations</b>	<b>3</b>
<b>Personnel (Responsibilities)</b>	<b>4</b>
<b>Equitable Access to Instruction Component 1</b>	<b>8</b>
<b>Addressing Special Education Needs Component 2</b>	<b>14</b>
<b>Addressing ELL Needs Component 3</b>	<b>18</b>
<b>Safe Delivery of Meals Component 4</b>	<b>18</b>
<b>Length of Instructional Day Plan Component 5</b>	<b>19</b>
<b>Attendance Plan Component 6</b>	<b>20</b>
<b>Facilities Plan Component 7</b>	<b>21</b>
<b>Summer Programming Component 8</b>	<b>21</b>
<b>Board Approval Component 9</b>	<b>22</b>
<b>Posted on Website Component 10</b>	<b>22</b>
<b>Essential Employees Addendum Component 11</b>	<b>22</b>



## ALLENDALE SCHOOL DISTRICT

### Vision/Expectations

The Allendale School District is committed to providing continuity in learning and instruction throughout an extended school closure. Over the years, the District has become equipped to use digital devices, along with specific digital learning platforms to simulate a learning day for students. Still, the adaptation of traditional lesson plans and materials for online learning purposes does require time, effort, and careful consideration.

This plan pulls from previous experiences, research and best practices, and recommendations from online learning organizations. It includes important information that will be disseminated to parents and staff in the event of a health school closure. We are following the home or out-of-school guidelines provided in 6A:16-10.1. The written plan required through 6A:16-10.1 is detailed in this packet. The plan will continue the student's academic progress and maintain a record of delivery of instructional services and student progress.



## ALLENDALE SCHOOL DISTRICT

### **Personnel (Responsibilities)**

#### **Administration**

All administrators will continue work as usual. Central office administration will continue to support the daily operation of the School District and support the building level administrators with the implementation of the Online Learning Plan. The building level administration will communicate with parents and staff to ensure the successful implementation of the Online Learning Program. Principals will send families on-going communication of the Online Learning Plan for individual grade levels. Building level administrators will collaborate with the teachers to implement and continually assess the Online Learning Plan.

#### **Business Office**

The Business Administrator/Board Secretary will oversee business office functions including payroll and accounts payable to ensure service is not interrupted. All business office personnel will continue to perform their normal duties to maintain the operation of the District with support being provided to central office and building administration as needed.

The Business Administrator will coordinate food services with the FSMC to provide and deliver lunches to all students qualifying for free and/or reduced lunch.

#### **Teaching Staff**

The teaching staff will work from home. They will collaborate with their colleagues and the administration to implement the online learning plan. All teaching staff will be available to meet as directed via remote conferencing software or telephone



## ALLENDALE SCHOOL DISTRICT

conferencing. Teachers will be available to students and families during normal school hours. They will provide new instructional resources to students in accordance with how often the class is scheduled (i.e. daily, weekly, etc.).

### **Custodial/Maintenance**

The District's full custodial staff remains on the payroll, and is continually working in each school building on a rotating shift basis to ensure the health and safety of the staff, with efforts focusing on the re-sanitization of areas in the buildings that have housed administration and staff who have had to enter the buildings. The custodial staff will extend these cleaning efforts to include the full intensive summer cleaning that happens each year in preparation of the buildings for a September opening.

### **Building Based Secretaries**

All building based secretaries will access their email regularly and respond to parent inquiries as needed. They will communicate with their building administration daily. Building based secretaries may be required to report to their school or the board offices as directed by the Principal. They will complete special projects as determined by the administration.

### **Central Office Secretaries**

All central office staff will support the administration as normal with the daily operation of the School District. Central office staff will work on daily responsibilities and special projects as directed by the administration.

### **Child Study Team Members**

All school psychologists, social workers, LDTCs, and related service personnel will work from home. They will continue to perform their responsibilities of their positions remotely using teleconferencing and video conferencing technology to



## ALLENDALE SCHOOL DISTRICT

communicate with families, conduct meetings, and provide services. Child Study Team members will collaborate with the instructional staff to provide services to students.

### **Technology Department**

The Technology Department will support the technology needs of the teachers, administration, and students regarding the online learning plan. The Technology Department works on special projects as determined by the administration.

### **Roles and Responsibilities**

#### **Students**

- Dedicate appropriate time to learning, as guided by your teachers.
- Check appropriate Google Classrooms and school emails for information on courses, assignments, and resources, on a daily basis.
- Attend and participate in remote/virtual school days offered by each of your teachers.
- Identify a comfortable and quiet space to study/learn.
- Submit all assignments in accordance with provided timelines and/or due dates.

#### **Parents**

Support your child in their learning process by:

- Monitoring updates and checking in with your child daily about the remote/virtual school learning tasks, activities, and assessments that they are working on.
- Encouraging adherence and attendance in the virtual school day offered by your children's teachers.
- Designating a place where your child will work independently on his/her assigned tasks.
- Asking your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of



## ALLENDALE SCHOOL DISTRICT

the content and of the process they are being asked to engage in to demonstrate their learning.

- Asking your child about their deadline calendar and supporting them, as needed, in submitting assignments in accordance with the established deadlines.
- Reminding your child to email his/her teachers if they have any questions.

### **Staff**

- Post lessons and assignments every school day.
- Give students feedback and assess learning.
- Be present for your students and communicate daily.
- 1:1 paraprofessionals will participate in Google Classroom and Zoom lessons to provide support and feedback to their assigned special education students. Paraprofessionals will use email to keep their students on task with the daily virtual learning schedule and list of assignments. They will email the case managers on the daily progress of the special education students in the virtual lessons.

### **Administration**

- Supervise Digital Learning Plan (on going and continuously throughout the school day).
- Supervise curriculum, instruction and assessments informally and formally.
- Complete summative evaluations for non tenured staff.
- Keep all stakeholders informed (on going and continuously).



ALLENDALE SCHOOL DISTRICT

**Equitable Access to Instruction Component 1**

Demographic Profile

**Instruction**

Virtual and remote learning plans that maximize student growth and learning

All Staff members are expected to support students' remote, asynchronous learning. This includes:

- Thoughtful planning in preparation for the Digital Learning Day.
- Responding to questions, providing feedback, promoting additional discussion questions. This may include a Zoom session, email, and/or phone calls.

Administrators will monitor the level and rigor of instruction via informal observations, team meetings, student work assessment and through student and parent surveys. Learning should support existing units of study (follow curriculum and pacing charts as if school were in session) and when necessary, the Curriculum Coordinator and Building Principals may make adjustments as needed or as appropriate.

K-1

- Teachers will plan learning experiences that will provide students' continuity for learning.
- Packets of material will be delivered to students via a parent pick up program every 2-4 weeks
- Teachers will provide daily check ins with students and learning experiences to support the packets
- When appropriate teachers will use screencasting and videos to create lessons to share with students.

Learning Targets

- Align to assignments that are clearly communicated to students and parents.
- Lessons will cover content that would have been addressed if school were in session in a traditional setting.

Assessment





## ALLENDALE SCHOOL DISTRICT

- Students share screen shots, pictures, video clips with teachers weekly to document progress, and teachers deliver feedback through emails, Zoom sessions and frequent communication with parents.

### Grades 2-4

- Teachers will plan learning experiences that will provide students' continuity for learning.
- Instruction will be a combination of Google Classroom assignments, live instruction via Zoom, small group meetings and 1:1 conferences and prerecorded screencasts.
- Students are expected to access and work on assignments throughout the day. They should plan to engage in discussions, submit assignments, and access relevant materials selected by their teacher.

### Learning Targets

- Students will be informed of their learning targets for the day.
- Lesson design should include an instructional component, practice, application, a demonstration of learning, assessment/feedback.
- Learning targets align to assignments and are clearly communicated to students and parents.
- Lessons will cover content that would have been addressed if school were in session in a traditional setting.
- The learning should support existing units of study.

### Assessment

- Teachers collect all assignments on Google Classroom
- Teachers provide feedback by comments on Google Classroom, in individual conferences with students and in frequent communication with parents.

### Grades 5-8



## ALLENDALE SCHOOL DISTRICT

	<ul style="list-style-type: none"><li>● Teachers will plan learning experiences that will provide students' continuity for learning.</li><li>● Students should spend roughly the same amount of time daily, engaging in each content area.</li><li>● Core teachers will communicate regularly to ensure students are present in all classes and that assignments, assessment and work load is equal among all subject areas.</li><li>● Instruction will be a combination of Google Classroom assignments, live instruction via Zoom, small group meetings and 1:1 conferences and prerecorded screencasts.</li><li>● Students are expected to access and work on assignments throughout the day. They should plan to engage in discussions, submit assignments, and access relevant materials selected by their teacher.</li></ul> <p>Learning Targets</p> <ul style="list-style-type: none"><li>● Students will be informed of their learning targets for the day.</li><li>● Lesson design should include an instructional component, practice, application, a demonstration of learning, assessment/feedback.</li><li>● Learning targets align to assignments and are clearly communicated to students and parents.</li><li>● Lessons will cover content that would have been addressed if school were in session in a traditional setting.</li><li>● The learning should support existing units of study.</li></ul> <p>Assessment</p> <ul style="list-style-type: none"><li>● teachers collect all assignments on Google Classroom.</li><li>● Teachers enter grades on assignments in genesis.</li><li>● Teachers provide feedback by comments on google classroom and in individual conferences with students and in frequent communication with parents.</li></ul>
<b>Accommodation Support</b>	<ul style="list-style-type: none"><li>● All students who have accommodations for instruction will be provided with or have access to those accommodations, per their IEP/504 plan.</li><li>● Special Education teachers will create assignments tailored to each individual learner with modifications and</li></ul>



**ALLENDALE SCHOOL DISTRICT**

	<p>accommodations on each assignment. IEPs will be followed. Case managers can provide additional support.</p> <ul style="list-style-type: none"> <li>● Special Education teachers will set up a Google Classroom (Grades 2-8) or email individual students via parent emails.</li> <li>● Special Education Aides will join live instruction, Google Classrooms and follow up with students via Zoom sessions 1:1 or in small groups as needed providing consistent academic support for students receiving support from aides in accordance with IEPs</li> </ul>
<p><b>Students identified as “Academically at Risk”</b></p>	<ul style="list-style-type: none"> <li>● Academic Support/RTI instruction is continuing throughout digital learning.</li> <li>● All Academic Support teachers work with classroom teachers, parents, and students to develop assistance schedules.</li> <li>● Teachers organize small group/individual sessions with students.</li> <li>● The District had a virtual plan of how to monitor progress of students receiving tiered intervention instruction; however, benchmark assessments will be administered upon return*</li> </ul> <p>*See plan for addressing learning loss</p>
<p><b>Communication</b></p>	<p>The digital learning day will be announced along with select information from this plan. This information will help communicate expectations, assignments, and additional guidelines.</p> <ul style="list-style-type: none"> <li>● All teachers will be available between 8:30am-3:30pm.</li> <li>● Preschool through Grade 1 teachers and K-3 special areas will post assignments on teacher webpages.</li> <li>● Grades core (2-8) &amp; specials (4-8) classes: all instruction and feedback will be on Google Classroom.</li> <li>● Grades 4-8 will provide feedback or clarification to students via student email and/or Google Classroom.</li> <li>● Preschool-Grade 1 will provide feedback or clarification to students via parent email.</li> <li>● Whenever appropriate teachers will use Zoom to conduct:</li> </ul>



**ALLENDALE SCHOOL DISTRICT**

	<ul style="list-style-type: none"> <li>○ Live instruction</li> <li>○ Small group instruction</li> <li>○ 1:1 conferences and/or extra help</li> <li>○ Check-ins with students/families for social/emotional learning and wellness</li> </ul>
<p><b>Infrastructure and Access to Technology</b></p>	<p><u>Internet &amp; Computer Access</u></p> <ul style="list-style-type: none"> <li>● Students in Grades 2-8 will use their District-issued Chromebook to participate in the Digital Learning Day.</li> <li>● Families in Grades K-1 who do not have a family computer, i.e. no access to a device will be issued a school device on a case by case basis (all instruction in K/1 is offline).</li> <li>● A partnership with the local library was formed so that any district family who does not have access to the internet was loaned a Hotspot from the Allendale Public Library.</li> <li>● Tech support will swap out and maintain District devices on an appointment basis so access to devices is ensured.</li> </ul>
	<p><u>Platform Experience</u></p> <ul style="list-style-type: none"> <li>● All teachers and students have access to and experience using online platforms (i.e., Learning Management System) and digital resources for learning.</li> <li>● Google Classroom will be utilized for Grades 2-8.</li> <li>● Teacher workshops will support use of Google Classroom (and other platforms, if needed).</li> <li>● Expose students to any online platforms prior to the Digital Learning Day.</li> <li>● Ongoing educational technology support is provided by our Ed Tech Specialists.</li> </ul>
<p><b>Tech Support</b></p>	<p>IT Director, Media Specialist, and Computer Teacher will form a Tech Support Team. They will be in touch with teachers throughout the day to evaluate and assess the Digital Learning Plan. They will meet together as a team via Zoom daily and push out webinars, screencasts and new tools as a response to teacher and student needs.</p>



## ALLENDALE SCHOOL DISTRICT

	<ul style="list-style-type: none"><li>• Communicates regularly as a team, with admins, with teachers, with parents, with students.</li><li>• Maintain accounts for District- approved tech tools.</li><li>• Create screencasts for digital tools for staff and students.</li><li>• Make sure students have chargers and that devices are working.</li><li>• Schedule times to exchange non working devices that limit disruption to student learning</li></ul>
<b>Addressing Learning Loss</b>	<p><u>Assessment of Learning Loss</u></p> <p>Upon return to in-person schooling when buildings are reopened, the Academic Support teachers, the LDTC, Reading Specialist and administrators will form an assessment team. Assessment tools such as STAR Renaissance, Link it, Reading assessments (TC, F&amp;P, DRA) will be administered to all students to gage learning loss and plan for Tiered Systems of Support Instruction.</p> <p><u>Plan for addressing Learning Loss</u></p> <p>Benchmarks will be established once all data is collected. Curriculum will be revised as needed to account for large scale gaps. Tiered Systems of Support will guide instruction, remediation and intervention for Tier 1, 2 3 and 4 students.</p> <p>The Assessment Team will reassess in January and analyze data on learning loss and gains.</p> <p>An Academic Extended School day program will be offered to all Tier 2, 3 and 4 students. This program will be targeted to individual student needs with a goal of recouping learning loss.</p>



ALLENDALE SCHOOL DISTRICT

Addressing Special Education Needs Component 2	
<b>Related Services</b>	<p><u>Speech: District Employees (2)</u> Speech teachers will utilize Zoom for tele-therapy sessions, online voice recording for student practice, or call students directly and provide services 1:1.</p> <ul style="list-style-type: none"><li>● Speech teachers will make a schedule for students.</li><li>● Arrange with parents if the services will be via Zoom or phone call.</li><li>● Running record of services to be maintained.</li><li>● Running record of goals and objectives being taught.</li><li>● Develop a pre and post test to monitor regression and recoupment.</li></ul>
	<p><u>Physical Therapy: Via Contracted Service Provider (1) Rickard Rehabilitation Services</u></p> <p>Parents will be given the option of:</p> <ul style="list-style-type: none"><li>● Bringing their child to the clinic setting and having direct services conducted there as long as this is a viable option for direct services.</li><li>● The Physical Therapist will provide home therapy packets for students to work on at home with parental supervision. Feedback will be provided to students via email.</li><li>● For specific students whose PT goals can be addressed in a video therapy session, the PT will use Zoom for therapy sessions.</li><li>● If no services can occur, compensatory services after school resumes. Scheduling to be determined with contracted service providers.</li><li>● Case managers will reach out to parents and have a method of services confirmed for the IEP.</li><li>● Running record of services to be maintained.</li></ul>



**ALLENDALE SCHOOL DISTRICT**

	<ul style="list-style-type: none"><li>● Running record of goals and objectives being taught.</li><li>● Develop a pre and post test to monitor regression and recoupment.</li></ul>
	<p><u>Occupational Therapy: Via Contracted Service Provider (1) School Based Therapy Services</u></p> <ul style="list-style-type: none"><li>● The Occupational Therapist will send packets of home exercises and activities that are aligned to home/school OT goals. The OT will provide feedback to students via email.</li><li>● If no services can occur, compensatory services will be provided after school resumes for students. Scheduling to be determined with contracted service providers.</li><li>● Packets for students to use and feedback to be provided by the therapist.</li><li>● Running record of services to be maintained.</li><li>● Running record of goals and objectives being taught.</li><li>● Develop a pre and post test to monitor regression and recoupment.</li></ul>
	<p><u>School Counselors</u> will have call-in hours or check in with students and parents as needed.</p> <ul style="list-style-type: none"><li>● Counselors will maintain a log of counseling sessions provided.</li><li>● Running record of services to be maintained.</li><li>● Running record of goals and objectives being taught.</li></ul>
	<p><u>Social Skills</u></p> <ul style="list-style-type: none"><li>● Students receiving 1:1 services from Behaviorist will utilize Zoom or phone call and provide services 1:1 Group Social Skills will be compensatory upon school re-opening and following a normal operating</li></ul>



**ALLENDALE SCHOOL DISTRICT**

	<p>procedure.</p> <ul style="list-style-type: none"><li>● The Behaviorist will maintain a log of sessions provided.</li><li>● Running record of services to be maintained.</li><li>● Running record of goals and objectives.</li><li>● Running Record of Compensatory services to be made up when school reopens and follows a normal operating procedure.</li></ul>
<p><b>IEP Implementation</b></p>	<p>During virtual learning, lessons are developed using the goals and objectives from the student’s IEP. Virtual lessons include the modifications and accommodations from the student’s IEP. Students who have a 1:1 or shared paraprofessional in their IEP are being supported by those individuals during virtual learning sessions. Paraprofessionals provide prompting and academic support to ensure that students are engaged in the virtual learning sessions. In addition, the paraprofessionals are holding 1:1 Zoom sessions with their students to reinforce content from Google classrooms and Zoom sessions.</p> <p>In virtual related services sessions, including speech, occupational therapy, physical therapy, counseling, and social skills sessions, the therapists are collecting data to monitor the progress of their students with their IEP goals and objectives. The related service providers are also in contact with parents in accordance with the frequency of their IEP sessions to support remote learning plans and provide training and consultation as needed. Counselors and social workers are available via phone, email, or Zoom sessions for consultative and direct support options for students. Staff will communicate with outside mental health providers as needed. .</p> <p>The role of the Case manager during the school closure is to monitor the progress of the student in virtual learning sessions and provide support to the teacher and paraprofessional as needed. Case managers communicate with the parents via phone or Zoom meetings to provide support with virtual learning. Case managers for students in</p>





## ALLENDALE SCHOOL DISTRICT

	<p>out-of-district placements are required to monitor the progress of those students in their virtual learning programs. Surveys were sent to the parents of students in out-of-district programs to confirm that students are receiving the mandated related services during the school closures. The District has maintained documentation of the pandemic response plans and virtual learning plans for all students in out-of-district placements.</p> <p>All Team members and related service providers are required to maintain a log of communications with parents/guardians and students during the period of virtual learning. Communication is documented for the purpose of ensuring parents understand and can implement the instruction and therapeutic plans sent home.</p>
<b>Virtual IEP Meetings</b>	<p>IEP meetings are being held remotely by either videoconferencing (Zoom) or conference telephone calls in accordance with the mandated IEP timelines. For students referred from Early Intervention, the case managers participate in the Transition Planning Conference (TPC) meetings virtually and schedule a virtual evaluation planning meeting with the parents. If it is clear that the student will be determined eligible, using any assessments from Early Intervention or private providers, the Team will propose the assessments that can be completed at the current time and those that will be conducted when school resumes. At the eligibility meeting, the Team can propose an Individual Educational Program based on the information that is available. When making changes to a child's IEP after the annual review meeting, because of the COVID-19 pandemic, parents and the District CST may agree to not convene a formal IEP Team meeting for the purpose of making those changes, and instead develop a written document to amend or modify the child's current IEP. Attendance for all virtual IEP meetings is documented by identifying those in attendance at the video conference or teleconference meeting and noting those individuals on the IEP attendance form.</p>



**ALLENDALE SCHOOL DISTRICT**

<b>Addressing ELL Needs Component 3</b>	
<b>ELS Program</b>	<p>Instruction</p> <ul style="list-style-type: none"><li>● ELS Teacher will utilize Zoom or call students and provide services 1:1</li><li>● Teacher will make a schedule for students.</li><li>● Arrange with parents if the services will be via Zoom or phone call.</li><li>● Running record of services to be maintained.</li><li>● Running record of goals and objectives being taught.</li><li>● Develop a pre and post test to monitor regression and recoupment.</li></ul> <p>Communication</p> <ul style="list-style-type: none"><li>● Communication with families is ongoing.</li><li>● Teachers will utilize translation services/technologies, if needed to communicate with families.</li><li>● ELS teacher will maintain frequent communication with building principals and guidance counselors ensuring needs of families and students are being addressed</li><li>● As needed, ESL teachers are providing parents with training on digital tools and support with instructional materials.</li></ul>
<b>Safe Delivery of Meals Component 4</b>	
<b>Free and Reduced Lunch</b>	<p>Students eligible for free and reduced lunch will have lunch delivered by a custodial driver.</p> <ul style="list-style-type: none"><li>● Pomptonian Food Services to provide cold meals that contain a sandwich, two servings of fruit and vegetables and a cold milk or water in a grab and go style.</li><li>● The District continues to provide meals to students originally receiving free and reduced meals during the school year. Additional students have been added to the program in support of parents who have contacted</li></ul>



**ALLENDALE SCHOOL DISTRICT**

	<p>us indicating loss of jobs with ensuing financial difficulties.</p> <ul style="list-style-type: none"> <li>• Communication and coordination with custodial staff is ongoing.</li> <li>• A list of addresses for home delivery is maintained and updated by the Business office.</li> </ul> <p><u>Delivery</u></p> <ul style="list-style-type: none"> <li>• Custodial staff delivers meals between 11 am - 1pm. No charge to free and reduced students.</li> </ul>
<p><b>Length of Instructional Day Plan Component 5</b></p>	
<p><b>Work Measurement</b></p>	<p>Time on task and/or learning growth should mirror that of a minimum school day (4 hours)</p> <ul style="list-style-type: none"> <li>• Students should spend roughly the same amount of time daily, engaging in each content area.</li> <li>• Long-term assignments are another option.</li> <li>• Students will be provided with 4 hours of instruction daily.</li> <li>• Equal time per subject area. This is inclusive of all instruction and includes all subjects.</li> </ul>
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• All students will be informed of their learning targets for the day. Lesson design should include an instructional component, practice, application, and a demonstration of learning.</li> <li>• Teachers will prioritize standards as they enter new units of study. They will be prepared to provide ongoing and summative feedback related to the focused learning goals.</li> <li>• Learning targets align to assignments and are clearly communicated to students and parents.</li> <li>• The District has set expectations that instruction is delivered through three vehicles: asynchronous assignments/readings (Google Classroom), interactive instructional videos, and live virtual Zoom meetings.</li> <li>• Beyond platform, teachers are differentiating class assignments by giving students choice based on interest and ability. Reading, writing, and math instruction is differentiated through small group meetings.</li> </ul>



## ALLENDALE SCHOOL DISTRICT

	<ul style="list-style-type: none"><li>● The enrichment teacher is providing students with projects and extensions linked to instruction.</li><li>● The district's reentry plan will include a detailed pathway to address potential learning loss.</li><li>● Early benchmarking will be administered in the Fall.</li></ul>
<b>Attendance Plan Component 6</b>	
<b>Staff Attendance</b>	<ul style="list-style-type: none"><li>● Teachers will need to confirm their attendance and work activities</li><li>● Teacher absences can be logged in Aesop (mark - no sub needed). They should also email their principal to let them know about their absence so student support can be arranged. Principal will check in with teachers for sub plans, assess student work, and provide feedback.</li></ul>
<b>Student Attendance</b>	<ul style="list-style-type: none"><li>● Students will need to confirm their attendance and participation.</li><li>● Parents will report students "absent" via an Allendale email absence account. Nurses will check this email account and enter students' absences in Genesis.</li><li>● Daily student attendance will be taken by teachers and marked in Genesis.</li><li>● In compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9, the District will provide instruction for each school day</li><li>● A student is determined present by the completion of daily assignments and through participation in virtual live instruction.</li><li>● A student is determined absent when a student has not made contact with a teacher(s) during a school day and/or has not completed assignments/participated in virtual live instruction.</li><li>● In the case of grade levels that are departmentalized (5-8), a system for tracking and recording progress for on-going participation among a grade level team has been established and is being maintained.</li><li>● A student's attendance will factor into promotion, retention, discipline, through comprehensive consultation between the building principal and guidance department.</li></ul>



## ALLENDALE SCHOOL DISTRICT

	<ul style="list-style-type: none"><li>• When a student is not participating in online instruction and/or submitting assignments, teachers, the building principal and guidance counselors will make every attempt to make contact with the student and parents and mark the student absent in Genesis accordingly. When no contact with families can be made, the district administration will contact the local police department and/or family services for a welfare check</li></ul>
--	---

### Facilities Plan Component 7

<b>Custodial/ Maintenance</b>	The District's full custodial staff remains on the payroll, and is continually working in each school building on a rotating shift basis to ensure the health and safety of that staff, with efforts focusing on the re-sanitization of areas in the buildings that have housed administration and staff who have had to enter the buildings. The custodial staff will extend these cleaning efforts to include the full intensive summer cleaning that happens each year in preparation of the buildings for a September opening.
-----------------------------------	--

### Summer Programming Component 8

<b>Extended School Year</b>	<p>The district is prepared for regular ESY, hybrid ESY, or virtual ESY in collaboration with our regional K-8 partners (Upper Saddle River and Ho-Ho-Kus). Programs include preschool integrated, ABA, LLD, resource setting, general education (reading, writing, math), Multi-Sensory Instruction, and social skills instruction. Related services (OT, PT, and speech) will be provided individually or in group sessions, in accordance with the goals of the student's IEP.</p> <ul style="list-style-type: none"><li>• For school closure or hybrid models, the district will utilize online platforms to deliver instruction and services. Services include speech, OT, PT, and social skills.</li><li>• The delivery of instruction and services online will be synchronous following the same schedule as the</li></ul>
---------------------------------	---



ALLENDALE SCHOOL DISTRICT

	regular ESY program.
--	----------------------

<b>Board Approval Component 9 <a href="#">To be approved at May 20, 2020 Board Meeting</a></b>
<b>Posted on Website Component 10 - Following Board Approval</b>
<b><a href="#">Essential Employees Addendum</a> Component 11</b>