

# Lyndhurst School District



## Contingency Plan for Flexible Instruction Beginning March 16, 2020

Mr. Anthony Grieco, Superintendent of Schools  
Mr. Scott Bisig, Business Administrator/ Board Secretary  
Mr. Joseph DeCorso, Executive Director of Curriculum and Instruction  
Ms. Jamie Stevens, Director of Student Services

### District Website:

HYPERLINK "http://www.lyndhurstschools.net/" [www.lyndhurstschools.net](http://www.lyndhurstschools.net)

## Overview

The Lyndhurst Public Schools, in collaboration with its students, educators, parents and the community, use a rigorous, relevant, and comprehensive curriculum that supports the development of 21st century learning and thinking skills, while preparing students to be innovative, productive citizens with in a diverse society.

The Lyndhurst Public Schools provide positive and supportive learning environments that address all components of the New Jersey Student Learning Standards while encouraging differentiated student opportunities for rigor, independence, and creativity.

The Lyndhurst Public Schools offer each and every student the educational foundation and environment that allow each and every student to not only realize, but to embrace his/her full potential, to serve as active contributors to our global society, and to commit to lifelong learning.

Students and teachers must be logged on during the times below:

### **GRADES Pre-K-12- Same rotation of assigned day will be followed.**

9:00 to 1:00 (Instruction for students and required time for faculty to work)

1:00 to 2:00 (Lunch for students and faculty)

2:00 to 3:00 (*Supplemental Instruction/Related Services* opportunities for students and *Prep* for faculty)

Students in grades 9-12 will bring home their school issued devices. Students in grades 9-12 will follow time schedule based on 4-hour day. Google Classroom is the primary platform being used.

Students in grades Pre-K-12 are being instructed through a blended version of online learning opportunities and alternate assignments when a device or WiFi is an issue. The district has provided families a number of different WiFi options that are free. The district has also provided an electronic device when one was needed. This was done through surveys and/or parent requests.

## Requirements to Implement a Public Health-Related School Closure

In response to the aforementioned directives of the NJDOH and the current outbreak of COVID-19, the Lyndhurst Public School District, in coordination with the Board of Education, local/county/state health officials, Township of Lyndhurst, and the NJDOE has developed a plan to provide families with the resources needed to continue students' learning as safely and seamlessly as possible. In the construction of this plan, safety of all staff and students was of utmost importance. The development of this home instruction service plan has been guided by the direct needs of our students as well as *N.J.S.A. 18A:7F-9*.

As per *N.J.A.C. 6A:16-10.1* school districts 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. It is important to note that, in the case of a public health situation, we will continue to work with the Bergen County and Lyndhurst/Bergen/New Jersey Health Departments to determine the appropriate course of action. Below are some proactive and reactive measures that were implemented locally, in Bergen, and in New Jersey:

1. **Keeping all students and non-essential staff home district-wide.**
2. **Providing instruction**

*NJDOH guidance identifies school closure as a potential strategy to limit transmission within a community. In the event a board of education is provided a written directive by either the NJDOH or the health officer of the jurisdiction to institute a public health-related closure, the board of education may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be 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 in this memo 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.*

## **Flexible Instruction**

Instructional days will be held as 4-hour sessions, providing students, teachers, and families additional time, as needed. Teachers will also be provided with a lunch break and a one hour PREP in order to consult with colleagues, parents, refine instruction, attend meetings, contact building administrators, etc. All support staff and non-instructional staff members will be provided with specific responsibilities to ensure that the optimal remote learning environment is being fostered. School Lunch will be provided to eligible students (free/reduced) by Mascio’s (Food Service Provider). Lunch was provided from 3/16 through 3/20. Beginning the week of March 23<sup>rd</sup>, breakfast and lunch was provided to eligible students, from 9:00-11:00 AM, from Monday through Friday. Meals will be served at the high school (grab and go). The outside door will be used near cafeteria (behind field bleachers). Food will be picked at the designated door outside of the cafeteria. Effective Monday, 5/4, all students are eligible for breakfast/lunch, regardless of free/reduced lunch criteria. This was done as per guidance given from the New Jersey Department of Agriculture.

## **District Demographic Information**

The development of this plan, inventorying our resources and analyzing pertinent student data will drive all measures towards equitability. This data includes the percentage of our student counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs) within our district.

- Total Students: 2,593
- Free/Reduced Lunch: 589 students
- White: 1577 students
- African American: 121 students
- Multi: 75 students
- Asian: 74 students
- Hispanic: 742 students
- Students with Disabilities: 433 students
- ELL: 49 students
- Homeless: students

In reviewing this data, we developed our Device and Hotspot Sign-Out System, our Grab and Go Lunch Program, a Special Services Communication Plan, and continue to assure all correspondence is available in the native languages of our community members.

## **Securing Equitable Instruction**

Instructional equitability and access to instruction for all students was at the forefront of all shared practices, responsibilities and the curation of materials. Prior to adopting flexible instruction, the Lyndhurst School District surveyed all families to gauge accessibility to the internet and devices with internet connectivity within each home prior to its inception. With the current pool of survey participants, 97% of families have internet access and 96% of families have personal devices that may be used for remote instruction. Students without Wi-Fi access have been identified and will be provided with hard copy packets by the district for the duration of the extended closing in order to engage with the work.

To support the development of well-rounded instructional plans that address the needs of all students, teachers were provided with one half day of collaborative planning and one district meeting day (moved from May) as well as additional consultations for collaboration as needed. All administrative, secretarial, support and instructional staff from grades PK-12 were provided guidelines for Flexible Instruction.

Yes, all grade levels are engaged in remote/flexible learning. All teachers follow an early dismissal schedule. All students, including all subgroups, have access to remote/flexible instruction. Modifications, as well as supplemental support are provided for students with I&RS plans, 504 students, students identified as ELLs, and students considered “at risk.” Special education student accommodations and modifications continue to be implemented. All teachers will continue to differentiate instruction/assignments, as outlined in the district curriculum.

All teachers will follow all differentiation, accommodations, and modifications, as outlined in the regular curriculum. Developmentally appropriate assignments and assessments have been implemented taking into consideration the needs of students academically and emotionally during this closure. The district plan demonstrates a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan served by one or more online platforms.

## **Bias and Stigma associated with COVID-19**

Understanding that COVID-19 could bring unwanted bias or stigma upon certain ethnic and religious groups, our district will be hyper-aware of student behavior and utilize educational strategies to prevent or combat bias and stigma associated with the virus. The following links have been posted on our district website to educate the community: <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>

## **Communication with Parents/ Guardians**

The administration intends to continue send frequent communication with all parents during an extended school closure through the district website, Realtime (e-mail, text, and phone calls), and Twitter. The Special Services Department will coordinate communication with contracted services as well as all students (in and out-of-district) regarding instruction, meetings, and related services). All district communication will be provided in English, and Spanish when necessary. Communication will be provided in the parent’s native language as needed.

## Medically Fragile Students

All instructional personnel have been directed to implement differentiation and modified instruction for all students, including students with IEPs/ 504s, and those whom are medically fragile. In addition, our counseling team has created a schedule to have contact with students who are currently receiving counseling services. Additionally, our staff is working to maintain frequent communication with their parents/guardians. The Nurses will also be involved in this process by maintaining all medical documentation received.

## Transportation Services

Transportation services are suspended. At this time, this includes out-of-district schools. All schools in New Jersey are closed, as per the New Jersey Department of Education.

## Flexible Instruction- Recommended Schedules PK-12 & Preps

**9:00 to 1:00 (Instruction for students and required time for faculty to work)**

**1:00 to 2:00 (Lunch for students and faculty)**

**2:00 to 3:00 (Supplemental Instruction for students and prep for faculty)**

**\*HS Time Breakdown- As per HS schedule (40 minutes class)**

**\*Pre-K-8 Time Breakdown- Weekly**

Mathematics- 400 minutes

Language Arts- 400 Minutes

Social Studies- 200 minutes

Science- 200 minutes

Comprehensive Health and Physical Education- 150 minutes

Spanish- 40 minutes

Art- 40 minutes

Music- 40 minutes/Individualized

Technology- 40 minutes/Individualized

TAG- 40 minutes/Individualized

\*60 minutes additional time, as well as additional minutes available- (supplemental/related services)

**Preparation & Lunch Periods:** Teachers may take “prep” and “lunch” periods during their designated times. It is only during these times that they should be logged out of their virtual classroom during the instructional day.

## Staff Accessibility and Availability

Staff will be expected to have access to their school-issued device from 9:00 AM- 1:00 PM and 2:00-3:00 PM Monday through Friday. Staff may only use their school email.

## Staff Attendance/ Recording Sick Days

**Instructional Staff Sick-Day Guidance:** In the event that a teacher must utilize a sick-day, the absence must be entered in Aesop/Frontline. Please indicate “Substitute Not Needed” as administration will be arranging internal, remote coverage. Specifically, staff members assigned a navikings.org account, who are available for “virtual coverage,” will log into the absent teacher’s Google Classroom to oversee instruction.

**Non-Instructional Staff Sick-Day Guidance:** In the event that a staff member (i.e. Administrative Assistant, Supervisor, Custodian, etc.) must utilize a sick-day, the absence must be entered in Aesop/Frontline.

## Student Attendance/ Recording Sick Days

- Parent/student will e-mail/check-in online with teacher by 9:00 daily (student is present/not present).
- The school nurse will follow up, as needed.
- All staff will fill in Faculty Forms for attendance, on a daily basis, by 9:30 AM. Staff that do not have access to Faculty Forms will check-in with building principal/direct supervisor.
- The district’s policy will be followed.
- Wellness checks will be performed, as needed, by truancy officer and school resource officer.

## Responsibilities of Instructional and Non-Instructional Staff

**Superintendent and Assistant Superintendent of Schools:** The Superintendent shall serve as Chief Executive and Administrative Officer of the district by implementing policies established by the Board of Education and by discharging the duties imposed on his office by law. The Superintendent will remain in communication with the Board of Education, district staff, and families regularly via email and/or Realtime. The Superintendent will also provide updates on the school closure as information becomes available.

### Executive Director of Curriculum and Instruction:

- Oversee Flexible Instruction and work with the Superintendent to assist in all aspects.

### Business Administrator:

- Continue to monitor the budgetary needs of the district.
- Reconcile payroll accounts, monitor accounts payable/accounts receivable, continue communication with the district architect, monitor food service and child nutrition, facilitate all online banking transfers, prepare/reviewing board minutes, and monitor all central office staff.
- Continue to manage work delegated by the Business Administrator.
- Monitor and prepare Systems 3000 Reports and prepare all mandatory Direct Certification, Application Verification, Reimbursement Certification, CEP Site Data Collection, and Administrative Review Reports for SNEARS.
- Prepare Board Meeting Minutes and update cafeteria banking and spreadsheets. Attend to all email correspondence.
- Maintain daily communication with administrators, specifically in the area of finance and facilities.

### Business Office/Central Office Staff:

- Assist administration as needed.
- Continue to manage responsibilities and reports delegated by administration.
- Continue to check email and contact vendors as needed to obtain necessary information for payment.

- Continue to address all payroll issues.
- The Transportation Coordinator will assist the business office and central office administrative staff with any task that are assigned.
- Human Resources will address all questions pertaining to health care, FMLA, employee leave of absences, and hiring.
- The Truancy Officer will continue to address infractions and residency issues.
- Registration will continue, with a full review to occur upon return to being physically at school. New students can be given resources (e-mail, supplies necessary, etc.) to begin instruction.
- Buildings/Grounds Supervisors will oversee the custodial staff while buildings are being disinfected. They will remain on call 24/7 for fire alarms/ HVAC/ water sensors/plumbing needs, etc.
- Custodial and Maintenance staff will be available as needed, completing repairs, cleaning, and checking boilers.

### **Technology**

- Provide technological support to instructional and non-instructional staff. They will assist students and staff as needed.

**Special Services Department:** Remain in communication with staff throughout the day and monitor instructional activities specifically pertaining to students with special needs.

- CST Members - Monitor student IEPs, attendance, grades, and emails; work on reports and documentations; respond to parent emails; meeting requests/rescheduling of IEPs; IEP Meetings; request for evaluation extensions as appropriate.
- Speech, OT and PT - Complete reports; communicate with parents and students through distance learning model to maintain skills. Log communication.
- Behaviorist will monitor students via distance learning model, telephone, Google Meet, Zoom and via daily parent communication. Maintenance trials and toileting protocols will be reviewed. Communication log will be completed.
- Paraprofessionals- Will complete required and additional assigned trainings (Global Compliance Network and Autism Partnership Foundation).

**Principals/ Assistant Principals:** All building-based administration will remain in communication with their staff throughout the day and monitor instructional activities.

- Support teachers in their departments in the development and implementation of flexible instruction.
- Facilitate collaboration, especially in the development of common online instructional resources.
- Monitor attendance data and lessons.
- Communicate with staff, parents, and students.
- Continue to work on attainment of goals.
- Prepare for the return to school transition.
- Perform as many traditional tasks as possible.

**Supervisor of Athletics/Physical Education/Health, and Drivers:** Support coaches and advisors in the development and implementation of online, remote communication with students.

- Assist coaches ensuring that all schedules are updated.
- Monitor cancellations of athletic events and practices.
- Communicate regularly with staff, parents, and students.
- Communicate regularly with conference schools and officials.

- Communicate with the school nurse and athletic trainer as needed.
- Prepare for transition back to school.
- Perform as many traditional tasks as possible.

**Coaches/Advisors:**

- Continue to communicate with their team/club/group under the guidance of administration.
- Perform as many traditional responsibilities as possible.
- Provide remote instruction as needed to continue to develop students' skills in specific area.

**Guidance PK-12:**

- Continue to support the staff and administration with their responsibilities during remote instruction.
- Monitor student attendance in coordination with the building principals.
- Communicate with staff, parents, and students.
- Prepare for the return to school transition.
- Perform as many traditional tasks as possible.
- Will be available if a crisis situation arises with a student.
- Serve as a resource for staff, students and parents.
- Check in with the students they know will need support during this time.
- Communicate with teachers regarding student progress or concerns.
- Perform as many traditional tasks as possible.
- Monitor and respond to student/parent e-mails.
- Make referrals to students/parents for resources needed for mental health concerns.
- In the event of a serious concern about a student, the guidance counselor will immediately refer the concern to the building principal(s)/administration.

**Curriculum Department- (Supervisors and Directors):**

- Will support instructional goals and practices of teachers.
- Support teachers in the development and implementation of flexible instruction.
- In collaboration with the Principals/Assistant Principals, ensure classes are staffed properly, especially in the event of teacher absences.
- Facilitate collaboration, especially in the development of instructional resources.
- Monitor lesson planning and development.
- Share materials and resources to support teachers' instructional goals.
- Perform as many traditional tasks as possible

**Nurses:**

- Monitor all student sickness reported.
- Follow up as needed with parents.
- Keep in frequent communication with administration to ensure the health of all students and perform any other tasks as required within their scope.

**Teachers & Paraprofessionals:**

- Teachers will continue to instruct students as seamlessly as possible and adhere to all guidelines highlighted in this plan.
- Clearly state learning expectations for all classes.
- Attend professional development as needed/required.
- Design instruction that is consistent with IEPs/ Section 504 Plans to the extent appropriate, address all subgroup modifications and accommodations and shall meet the NJSLs.
- Be flexible in the development of assignments/ assessments.

- Recalibrate expectations as needed.
- Be available online each weekday to provide real-time assistance to students and parents.
- Personalize instruction as needed, specifically for ESL/ELL, special education, at-risk, on grade level, and gifted and talented students.

**Media Specialist**

- Support teachers with needed resources.

**Security**

- Secure outdoor facilities to avoid student and public use, between 8:00 PM and 4:00 PM.

**Truancy Officer**

- Perform wellness checks as needed.
- Assist with registration process/verification.

## Lesson Plans

Teacher lesson plans should be submitted as normal, through Realtime (district database).

## Platform

Principals will provide specific directions on this topic. As determined by the survey provided to parents/guardians, those students who do not have access to the internet or a device will be provided with a device/WIFI, and/or hard copies of activities. Our Technology Department continues to monitor students for any break/fix issues and provides additional devices, as needed.

## Online Learning Platforms

**Google Classroom:** Most 4-12 teachers are utilizing Google Classroom. Others are utilizing e-mail and other platforms of communication.

Web-Based Applications for some/all of the following reasons:

- Doc-Sign In/Discussion for attendance purposes
- Slides - Interactive Presentation
  - Collaborative project/research-based assignments
- Flipped Classroom videos
- Assessment
- Articles
- Worksheets
- Google Classroom Question - digital discussion forum
- Skill based
- Accountable - time spent on programs/data
- Individualized instruction

## Commonly Used Tools for Flexible Instruction

Staff is welcome to utilize the following resources for instruction:

Google Docs, Forms, Drive

Razz Kids

Scholastic

Think Central

ClassDojo

Brain Pop

Daily video chat

Read Theory

Eduastic

Khan Academy

Mathantics

Learnzillion

Mathplayground

NJSLA links for practice tests and Released Items

Email

Youtube

Ted Ed

Mystery science videos

Rocketlit videos

Screencastify

studyspanish.com

IXL (Sped Students)

education.com (Sped Students)

## Remote Learning Guidelines

**Instructional Materials:** Must be appropriate for each lesson/unit. Ensure differentiation, choice, and appropriate levels are implemented, as needed. Specific modifications based on IEPs/ 504s must be employed.

## Special Education Students/ Various Learners

Staff is directed to employ differentiation, tiered instruction, and specific modifications for our special education students and the various ability levels for all classes. As an example, Google Classroom has the ability for teachers to create different assignments for different students.

The Special Services Department will send specific correspondence to parents/ guardians, CST team members, and other district employees regarding the rescheduling of evaluations, meetings, and /or services that cannot be provided during the closure.

- The delivery of remote and virtual instruction to implement IEPs will follow the district online learning platform as indicated in this plan. Additionally, various materials and supports are accessible based on the needs of the student. This includes paper copies of instructional materials, manipulatives, text books, classroom paraprofessionals, Zoom and Google Hangout, etc. Special Education teachers will make contact with parents and students to support IEPs as appropriate.
- Related service providers are maintaining logs and progress notes of their sessions with students.
- Case Managers are actively communicating with parents via IEP meetings, email, and phone calls.

- The district is conducting IEP meetings virtually or by telephone. Psychological and learning assessments are not being conducted virtually. Due to the 1:1 component of these assessments, it is not possible, as per federal guidance. Social assessments are being conducted virtually. Parent reports, early intervention reports, and other related documents will be used to assist in determining classification, placement, program, services, etc.
- Case Managers and teachers continue to track the provision of services as outlined in each student’s Individualized Education Plan (IEP).
- Additionally, Lyndhurst Public School staff members, including teachers, therapists and behaviorists, have continued to participate in virtual IEP meetings. At these meetings, continued provision of services, accommodations, modifications and student progress are communicated.
- Discussion items should continue to include (but are not limited to):
  - Student Progress<sup>[1]</sup><sub>[SEP]</sub>
  - Program Placement<sup>[1]</sup><sub>[SEP]</sub>
  - Goals and Objectives
  - Accommodation & Modifications
  - Provision of Related Services<sup>[1]</sup><sub>[SEP]</sub>
  - State Assessment (if applicable)
  - Social / Emotional well being
- Special education teachers and therapists are continuing district procedures of reporting on goals and objectives during each progress reporting period and at the close of the marking period.
- Classroom teachers, in collaboration with the student’s case manager, should continue to consult with parents and students virtually regarding the need for additional supports, accommodations and/or modifications. IEP’s will be amended if required to support the student.

In grades K-12, the ESL instructors deliver ESL instruction to ELLs each day. They have also set up virtual meetings to deliver “in person” class experiences. In addition, ESL instructors have been invited to join the content area classrooms to assist in modifying work and explaining content to students. All correspondence has been translated to assist families during the school closure. Also, guidance counselors and ESL instructors have reached out to families to provide assistance in learning, technology, and overall social and emotional well-being.

- ESL instruction has continued on a daily basis for all ELLs in grades K-12 during the Health-Related School Closure. ESL instructors have been able to seamlessly transition to remote instruction.
- All district correspondence has been translated for families of ELLs. ELL families have also been provided with resources such as Best Practices for Serving ELLs and their Families During the Pandemic Parts I and II from the NJDOE.
- Various resources are available created to assist families with resources and information regarding the school closure and community resources.
- Materials are provided in the student’s native language, when available.
- ESL instructors have joined the general education/content area Google classrooms to provide modifications and accommodations to assignments as well as to support students in understanding content.
- The district has provided ELLs with WIFI/devices, if needed.
- ESL instructors have included the use of online learning programs to assist in differentiating learning for students.
- Professional development has been, as needed, in addition to the Teacher Resources for Remote Learning provided by the NJDOE. <https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml>.
- Our technology department has assisted with technology needs during the school closure and has ensured that ELLs have all the necessary materials/devices to be successful.

## Grading

Staff are to be mindful that some students may not have supervision or assistance at home when completing these assignments. Specific grading directives will come from the building principals/administration, unless more guidance is given by the NJDOE. At this time, the NJDOE is leaving grading up to the district, but the Commissioner of Education has stated that the “humanity factor” should be considered.

- All assignments provided during off-site instruction will be graded upon student return. Web-based assignments may be graded earlier.
- Teachers will be mindful that students may not have supervision or assistance at home when completing these assignments.
- Pass/Fail may be considered in specific situations.
- *Grading policies during school closure will be revisited throughout and at the conclusion of the closure.*

## Additional Tasks Assigned to Staff Members

As stated above, staff members are directed to regularly checking your emails for correspondence from parents and administrations. The administration may assign additional tasks which may be due during the school closure (i.e., SGO completion, benchmark creation, data analysis.)

## Meals Provided to Students

As per the Department of Agriculture guidelines, lunch and breakfast will be available to Free and Reduced eligible students during the school closure. Mascio’s is our food service provider. Effective Monday, March 16, 2020, “Grab and Go” meals were available Monday through Friday at the High School cafeteria- outside door (entrance to cafeteria behind field bleachers). Eligible students and guardians should pick up breakfast/lunch meals from 9:00 AM to 11:00 AM. Effective May 4<sup>th</sup>, all students are eligible to receive breakfast/lunch, regardless of eligibility. This is being done as per guidance from the New Jersey Department of Agriculture.

## Access to Schools and Facilities

In the event of closure all school/ district buildings will be closed. All district ID cards may be suspended at any time. Staff should not have access to the buildings during the closure for any reason. Additionally, the school district facilities are not available for use by outside organizations. This measure is being taken for a variety of reasons, including, but not limited to the ability for our custodial and maintenance staffs to complete the necessary cleaning and disinfecting regimen in preparation for the reopening of schools.

## Facilities

All maintenance and custodial staff will be asked to report to work on a modified schedule. They will be cleaning classrooms, performing building checks, and prepping outside fields. Boiler logs will be required. The school building will be disinfected on a weekly, and after any staff use in specific areas. They will also perform any other duties as required.

## Summer Programming

- The district is currently planning for a virtual/remote ESY. Families were contacted to determine an approximate number of students who will participate, based on IEP recommendation. The district will post for teachers and arrange for related service providers. Educational services and related services will be provided through a virtual platform. Related services providers had documented session progress to the point of closure and continue to do so. A checklist has been prepared and will be shared with CST, teachers and related service providers to document progress made during the closure. All of this data will be used to determine loss during the closure.
- The district is planning an opportunity for ELL learners, through the ESSA Grant or local monies.
- In terms of assessing academic loss for all students; prior to closure, 3rd marking period progress reports had been completed. Benchmark assessments will be given in
- The district will assess credit loss or shortages for high school students, especially seniors, and an initial plan to address credit recovery. All students in danger of not meeting credit requirements will meet with guidance counselors/administration after teacher contact has been initially made with parents. This plan will include the implementation of various July programming options, including, but not limited to: Educere and Summer Remedial (if restrictions are lifted).

The district is currently formulating a plan to formally assess learning loss; however, we are having meetings with teachers to address areas in which remediation for the 2020-2021 school year will need to be completed. We will assess students at the beginning of the school year to measure individual learning levels. Curriculum adjustments will be made over the summer months to accommodate learning loss. The district will also explore continuing a summer remedial program, funded with its Title 1 allocation. This will most likely be done remotely. We are planning for both.

## ESY Summer School Schedule

### June 29, 2020 – July 24, 2020

- 9:00-9:15 Morning Work/Calendar (Zoom)
- 9:15-10:15 Centers (math, ELA, writing, independent activities)
- 10:15-10:30 Reward Time
- 10:30-11:00 Group Game Time (Zoom)
- 11:00-11:30 Therapy (OT and/or PT)
- 11:30-11:45 Read Aloud (Zoom)
- 11:45-12:15 Therapy (Speech)
- 12:15-12:30 Sensory Activity