COVID-19: District Preparedness to Feed Eligible Students
Support to County Office of Emergency Preparedness for Evaluation of District Plans

Purpose: Model Plan for Offices of Emergency Management (OEM)s to use when reviewing
Emergency Food Preparedness

- The entire plan is provided for the purpose of context
- The food preparedness section is found on pages 9-10
- This model plan is to be used in cooridination with the Food Preparedness Plan Review Guidance
- Neither document is intended to be a checklist. In combination, they are intended to provide a guidance in ensuring that every district has a plan to serve eligible students during the COVID-19 district closures.

East Amwell Township School District Coronavirus Common Planning Document

Submitted for Review to:
Executive County Superintendent
Juan Torres
Hunterdon County

I. INTRODUCTION

The East Amwell Township School District (District), Hunterdon County, recognizes the importance of continuing to educate its students in the event of a pandemic outbreak. While the District understands it might not be able to operate fully in a traditional school model, this plan will assist the District in continuing to provide students with a high-quality education for the remainder of the school year.

II. PURPOSE

This plan provides guidance to the East Amwell Township School District and may serve as the plan for maintaining essential functions and services during a pandemic outbreak. It does not replace or supersede any laws or policies; it simply serves as a guideline to address continuity of operations of the school district, aligned to the requirements set forth by the New Jersey Department of Education (NJDOE) specific to disease outbreak.

Those requirements include:

1.) Written directive from DOH or Local health Agency ordering closure;

2.) Equitable access to services for all students;

3.) Address provision of appropriate education for Special Ed student; and

4.) Provision of school nutrition benefits for eligible students.

III. COMMUNICATION

Communication to District employees and stakeholders has already started. On March 11, 2020, a letter to the community and district employees was sent out. At that time the district launched a webpage that will include information and updates. Moving forward, the district will use all available communication tools to provide District employees and the community with information and updates. This will include:

- School Messenger robocalls;
- School Messenger text messaging;
- Emails;
- Social Media;
- Updates to the designated webpage;
- HTV Station;
- District and building-level meetings.

IV. DEMOGRAPHIC INFORMATION

Number of Enrolled Students (as of 3/10/2020)	
Number of Special Education Students (as of 3/10/2020)	
Number of Homeless / Migrant Students	
Number of Medically Fragile Students (includes 1:1 nursing in district)	
Percentage of Students with a Device and Internet at Home (based on 3/9/2020 student survey)	
Percentage of Students Without a Device and / or Without Internet at Home (based on 3/9/2020 student survey)	

V. PANDEMIC PLAN

- **Pandemic Response Team**
    - During this time of planning and potential implementation of this plan, the following people are part of the Pandemic Response Team for the School District:
    - , Superintendent
    - , Business Administrator
    - , Director of Student Services and Programs
    - , Director of Facilities
    - , District Technology Manager
    - , Director of Curriculum and Instruction -
    - , School Safety Coordinator

    - Supplemental members of the Pandemic Response Team include:
    - Hunterdon County Health Department;

    - The East Amwell Township Board of Education and its legal advisor, Steve Fogarty, will also be called upon for consultation and legal advice.

- **CONTINUITY PLAN -   Essential Functions**
    - If the school is closed, the district is prepared to work remotely to maintain essential functions like payroll, health benefits, instruction, communication, etc. –

    Equitable Access
    - On Thursday, March 12, 2020, students were surveyed on their capabilities of completing work online at home. 95% of students have the ability to do so. Lessons for the remaining 5% will be provided in a more traditional manner with books, worksheets, and activities. Students will also receive contact from teachers, guidance counselors, nurses, and case managers (special education students) while schools use remote learning. This is to ensure that students have equitable access to their materials and learning, and to address any needs they may have. More details are provided later in the plan.
- **Certified Staff Expectations (all levels, all grades, all subjects)**
    - Classroom Teachers - In the event of the remainder of the school year remote learning, teacher responsibilities to support students daily. Every

teacher is responsible to support students assigned to them for the 2019-20 school year. Monitor your district-issued email account and respond as appropriate to parent/guardian emails within 24 hours. Provide academic feedback as appropriate to students. Collaborate with building administration and grade/subject-level colleagues as needed for support and consistency throughout the district.

Grade-level learning experiences have been developed for students. Communicate with each student daily and record.

- **District and Building Administrator / Supervisor Expectations**
    - Continually review ongoing instructional opportunities being provided, both electronic as well as traditional for students.
    - Continually review daily staff to student interactions via email notifications.
    - Continually review daily staff to parent/guardian(s) interactions via email notifications.
    - Continually communicate (phone, email, social media, webpage) with families of students under their supervision
    - Continually respond to parent/guardian inquiries, emails, and any correspondence in supporting the education, social/emotional aspects of our students
    - Continually review ongoing scope of work and responsibilities for all non-certified staff under their supervision
    - Continually review ongoing scope of work and responsibilities for all custodial functions under their supervision
    - Develop a "rescheduling" plan for all school related activities that are postponed if possible.
    - Develop a "rescheduling" plan for any school related class trips that are postponed if possible.
    - Continue to work on building/student scheduling for the 2020-2021 school year
    - Conduct a full school supply audit in order to ensure that 2020 - 2021 projected ordering is accurate
    - Conduct a full facilities audit to identify all issues/concerns both large and small and provide the audit to the director of facilities, buildings and grounds
    - Review, reflect upon and create a "suggestions list" for changes to current district code of conduct
    - Update student handbook for the 2020-2021 school year as applicable

- Review with content area supervisors all student data information both formative and summative in order to develop a cohesive approach to re-entry upon return for students
- Work with data coordinator to review school report card information and develop a comprehensive plan of action to address deficiencies
- All other duties and responsibilities as assigned by the superintendent of schools or his designee
- Monitor Staff Attendance (HR)

In the event the district implements this 14 calendar day remote learning plan, East Amwell Township School District has the following emergency closing procedures in place to ensure the continuity of services:

1.) To assist with instructional planning, all subject area pages of the curriculum webpage have been updated to include all existing online resources that align with the curriculum. See link for more information link to curriculum page. All departments/grade levels were given additional online resources (from the curriculum supervisors) to assist with online lesson development.

2.) All staff have developed lessons for students on their assigned rosters. Throughout the period of remote learning, building and central office administration will review/provide feedback on a regular basis.

3.) A planning tool was created to assist instructional staff with the variety of ways to develop remote learning plans for students (based on student access to devices and/or the Internet). Link to "remote learning plan development document ."

4.) Staff will create take home packets for students without access to the Internet and/or a device at home. Should the remote learning period extend beyond the 14 calendar days additional information must be shared with those who are not able to do the work online and/or materials will be mailed to them through the US Post Office or picked up at school. All students will be provided with devices and a means for internet access.

5.) Special Ed and student services will make every effort to provide an appropriate education for special education students during a period of pandemic outbreak. We will make every effort to meet the requirements for teacher-student contact time for students with disabilities via distance learning. Student progress will be monitored and feedback provided online by special education teachers when appropriate, with the opportunity to communicate directly during scheduled times. Upon return to school, the IEP team will determine if additional services are required. IEP meetings will be held as appropriate to determine if additional services are required. IEP meetings will be held as appropriate to determine if compulsory education services are needed to address an individual student's progress toward learning goals and objectives.

    a.) All ICR, RR, LLD and BD classes K-8

  i.) Students will continue as usual per general classroom instruction by teacher(s). Special education teachers will modify and adapt as appropriate to students IEPs

b.) Special class programs Prek-8 (Preschool, MD, Autism)

  i.) Smartboard activities for morning meeting

  ii.) Teacher designed hands-on activities list that can be done with items found around the house – give student/parents many choices in case they don't have the items

  iii.) Proprioceptive Activities (list of activities provided to families)

  iv.) Academic/or skills packets appropriately designed for each student

  v.) Printed leveled readers individualized for the level of each student OR

  vi.) Copies of picture cards individualized for each student

  vii.) Scan in some of the interest inventories, social skills curriculum activities – if technology can convert them into writeable text?

  viii.) Students who have access to technology: provide a schedule of minutes expected on such activities as i-Ready, raz kids, Google classroom

  ix.) Special Education teachers and service providers will keep a log of the contact time that they have had with the students. The teachers are tracking student participation and progress dialy and provide additional accommodations and modifications as needed. Teachers meet individually with students who are needing more instructional support.

d.) Related Services (OT/PT/Speech)

  i.) 20 minutes/service/week/student. We will review all options such as videotaping lessons for group or individual. We will develop a list of activities that can be addressed by virtual learning in a home environment. A list or kit of supplies will be distributed, for parents, of items that are easily accessible and may be used in event of sudden closure for parents to utilize at home for instruction. Virtual office hours will be set up to address parent concerns, questions, as necessary. Below is a list example of programming:

    (1) Home programs for therapy students, if therapist able to go into house

    (2) PT-Youtube exercise/yoga videos

    (3) SP-Social skills videos

    (4) SP-Functional skills packets

    (5) OT-Handwriting packets

    (6) Free ipad apps

(7)　　SP-Youtube read along stories
　　　　　(8)　　OT-SP collaborative Life Skills Interactive book
　　　　　(9)　　Share websites on teachers page
　　　　　(10)　　Zoom or go to meetings
　　　　　(11)　　"Parent educational and sensory activities for low functioning students

e.) Case Managers (CST and Speech and Language Therapists)

    i.) The expectation is that CST teams will continue to develop IEPs; write reports; plan for next year. Teams can conference through Google hangouts, phone conferencing, Google classroom. Virtual office houres will be set up to address parent concerns, questions, and reschedule IEP meetings as necessary. Case managers will continue to reach out to all of the parents on their caseloads through email and/or phone calls to see how the students are progressing and if any additional supports are needed. Case managers are keeping a monthly log of contacts.

    ii.) Annual Reviews/Re-evaluations will be conducted within the required timeframe through teleconference or video conferencing meetings.

f.) Guidance (MS and Elementary)

g.) Counseling will be provided through video chat or phone calls

    ii.) Reach out to families/students through email and/or phone calls

    iii.) Communicating with staff (teachers and CST) to discuss student concerns, I&RS concerns, at risk students, 504 updates.　　iv.) Middle school counselors could work on scheduling for high school.

    v.) Elementary counselors could work on 5th grade at risk forms.

    vi.) Counselors could be updating and working on student tracking in RTI and 504 direct.

    vii.) Reading student reflections or assignment feedback from assigned student work.

    viii.) Counselors can work on restorative practices to implement in school - collaborating with fellow counselors and teachers. ix.) Lesson planning and development.

    x.) Professional Development, book reviews/ online webinars.

    xi.) Middle school counselors check in with possible retention students

    xii.) Work on chronic absenteeism data and initiatives.

    iii.) Check Submitted Worksheets

i.) Nurses

    i.)   Complete Kindergarten Registration Health Folders

    ii.)   Complete transfer of health screening results to A-45s

    iii.)   Complete Ed-data supply order

    iv.)   Update Awareness List

    v.)   Replenish Bloodborne Packets for Teachers

    vi.)   Start paperwork to give to parents in June for 2020-2021 school year.: Medication forms, Food Allergy Action Plans, Asthma Action Plans, Seizure Action Plans, Epipen designee and Emergency Action Plans.

    vii.)   Review policies and update accordingly via phone with nurses on committee

    viii.)   Complete transfer of health screening results to A-45s

    ix.)   Coordinate Athletic physical packets for Spring sports

    x.)   Complete Ed-data supply order

    xi.)   Review policies and update accordingly via phone with nurses on committee

    xii.)   Coordinate Athletic physical packets for Spring sports

    xiii.)   Complete Ed-data supply order

    xiv.)   Review policies and update accordingly via phone with nurses on committee

j.) Educational Assistants

    i.)   Will be provided on-line training with including but not limited to:

            (1)   Inclusive learning

            (2)   Behavior management

            (3)   Social emotional learning

            (4)   IEP implementation

            (5)   Roles and responsibilities

k.) **Addressing ELL and Bilingual Needs Plan Component 3**

The ELL instructor will coordinate with the ELL students. All parents were sent home a packet of practice papers andinstructions for how to access the school website upon announcement of school closure. All packets contained materials to help address the goals and needs of the ELLstudents. Upon tele-practice becoming an option, parents were offered video based services as well. Further practice packets are sent home as needed. All parents are informed of ELL services via written letters/telephone calls and emails from the district in English and their native language when needed. The plans are all individualized to meet the student and family needs for success in this new learning environment.

ESY

ESY will operate remotely unless Department authorizes reopening of school for summer session.

- **Provision of School Nutrition Benefits for Eligible Students**

In the event the district implements this remote learning plan, East Amwell Township School District has the following food service plan to ensure the provision of meals to eligible students.

In accordance with guidance released March 6, 2020 from the USDA, the district will apply for the temporary Summer Seamless Option (SSO) program in SNEARS.

The district will propose the following food drop off sites to supply food for lunch at Easat Amwell School.

The following Proposed Feeding Plan will be followed:

- Serve students at the parking lot from 11:30AM-12:15PM starting one day after closure.
- The Principal and other school staff will assist. Business office and other district staff will be used as needed.
- A table would be set up for students to pick up their bagged meals for lunch for 5 days each week.
- As required per verbal discussions with the NJ Department of Agriculture, a roster of student names for all meals picked up will be maintained as received.
- Bags have been ordered to serve 5 days each week.
- Additional food orders will be placed as needed depending on length of closure and food need.

CONTINUITY OF OPERATIONS

Superintendent of Schools or Designee
- Maintains authority over all operations and crisis management plans.

School Business Administrator
- Monitors and maintains the following departments prior to and during any closure.

- Work with the supervisor in each area to ensure proper actions and responses in order to maintain operations.

Payroll
- The Payroll Office will continue regular functioning from an outside location, if necessary. If at an outside location, timesheet payment will be delayed until access to the central office.
- The Payroll Supervisor will work remotely from home and access the payroll and attendance systems to ensure continuation of pay.
- The SBA will function from an outside location, if necessary, to manage wire transfers and all functions to ensure continuation of pay.

Purchasing, Accounting and Accounts Payable
- These offices will be able to function in a limited capacity remotely to approve emergency purchases, manage wire transfers, and make critical payments.

Facilities and Operations
- Takes appropriate measures to minimize, to the greatest extent possible, the risk of a viral transmission in the school facilities with cleaning policies and practices which include (but are not limited to) on a daily basis:
  - Filing of soap and hand sanitizer dispensers
  - Ensuring all paper towel holders are filled and functioning at all times;
  - Sweeping and wet mopping all floors;
  - Vacuuming rugs;
  - Cleaning and sanitizing hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railing, stairwells, and writing tools;
  - Cleaning and sanitizing bathrooms - toilets, sinks, walls, floors;
  - Cleaning and sanitizing cafeterias - tables, chairs, food lines; and
  - Cleaning vents
- Takes steps to assure the provision of power, heat and ventilation, water, sewer and janitorial services. Technology
- The Technology Department will continue to function regularly from an outside location if necessary.
- They will be available during their regular hours of 8am-4pm to respond to technology issues pertaining to district programs and equipment.
- Staff can email _____ with their needs and can expect_____ same day responses by email or phone during regular work hours.

- District servers housed on site can be monitored remotely to ensure all systems remain up.
- HTSD staff that do not have access to Internet at home will have the option to:
    - report to designated areas in the district to use district supplied wifi or
    - stop by a local business(e.g. Panera) or public library to utilize the Internet connection there.
- The Technology Department will also supply chromebooks temporarily to the select staff that do not have a take home device assigned to them already.
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.
- Deep Cleaning: A multi-step process that involves pre-cleaning surfaces with a hydrogen peroxide based cleaner (Envirox H2Orange2 117). Once cleaned, surfaces are disinfected by applying a solution of BruTabs (synthetic chlorine, 1988ppm diluation rate) and allowing the surface to remain visibly wet for a minimum of 10 minutes. Carpets and fabric upholstery are cleaned using the Envirox solution.
- **Maintining the Building During Extended Shutdown:**

    At a minimum, on days of full closure, holidays and weekends, a daily walk through of the facilities is performed by a custodian,. All areas are checked for signs of leakage, pests, damage, etc. Any issues discovered are reported to the supervisor and handled accordingly.

    On days of regular or reduced scheduling, social distancing guidelines are followed by the custodial staff, when possible, with masks being worn as a precaution. The building and grounds are maintained "as usual" with an enhanced concern on maintaining disinfection within actively used areas. This involves cleaning and disinfecting all utilized areas at the end of each shift.

    Through the summer, like every other year, the building will undergo deep cleaning of all rooms and areas. Floors will be refinished, carpets shampooed, etc. In the event the shutdown continues past the summer, additional maintenance work will be performed as needed.

Director of Curriculum and Instruction
- Maintains academics and student learning with the support of supervisors, other directors, and building administrators.
- Provides access to instructional materials aligned to New Jersey Student Learning Standards (available and designed to support student learning).

- Communicates with teaching staff members with the exception to develop and deliver instruction and assessments through the duration of the school closure.
- Updates Superintendent of Schools (as well as other members of Senior Staff) on a regular basis.
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.

Principal
- Receives updates from the Hunterdon County Department of Health
- Communicates daily with building administration to ensure the safety and wellbeing of students, staff and the community are being met
- Works with district athletic directors to ensure the safety and wellbeing of student athletes, coaches and the community are being met
- Be available to answer all staff and community questions/concerns in regards to the safety and wellbeing of our students in addition to all operational aspects of our schools
- Update the superintendent of schools (as well as other members of senior staff) on operational aspects of district schools on a daily basis.
- Ensure that Kindergarten Registration is appropriately rescheduled (if needed) providing continued equity in access throughout the district.
- Ensure that the second trimester K - 5 elementary report card is made available to all families Thursday, March 26, 2020 via the parent portal of the PowerSchool system. Hard copies made available in a timely fashion through schools' main offices to any family requests.
- Support the Business office with the food distribution process and procedures. Work with building principals to help coordinate in the distribution effort.
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.
- Provides and receives updates from the Hunterdon County Department of Education
- Provides and receives updates from the East Amwell Township Department of Health
- Maintains academics and student learning with the support of supervisors, other directors, and building administrators.
- Communicate with teaching staff and student services staff to ensure student needs are being met
- Assign educational assistants videos from Safe Schools
- Be available to answer staff and parent questions in regards to school closings
- Updates Superintendent of Schools (as well as other members of Senior Staff) on a regular basis.

- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.

How Many Essential Employees Per Category		Teachers Instruction Hours per day via remote learning
- CSA, BA, Principal & Director of bld and grounds spec ed director, confidential secretaries		10-40 hours per week
all employees		10-40 hours per week

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream
administration of East Amwell School district	Oversee operations of school district	
		: Interact with BOE, community, & staff; student instruction; business office functions
all staff	remote learning	website, remote access, deliver food, sanitze school

New Jersey Department of Education
Checklist for School Health-Related Closure Plans (Updated 5.4.20)

On March 16, 2020, Governor Phil Murphy signed Executive Order No. 104 (EO 104), implementing aggressive social distancing measures to mitigate further spread of COVID-19 in New Jersey. Among other directives, Governor Murphy's Executive Order indefinitely closed all public, private, and parochial preschools and elementary and secondary schools to students beginning on March 18, 2020. Executive Order No. 107, signed on March 21, 2020, superseded EO 104 and continued the necessary closure of all schools. As detailed in guidance issued by the New Jersey Department of Education (NJDOE) on March 5, 2020 and supplementary guidance issued on March 13, 2020, in order to count days during this closure period toward the statutory requirement to provide public school facilities for 180 days, school districts, charter schools, renaissance school projects and Approved Private Schools for Students with Disabilities (APSSD) were required to develop school health-related closure preparedness plans. These plans were designed to address continuity of critical school services such as remote instruction, special education and related services, and nutrition benefits. As a guidepost for districts in developing remote instruction plans, the NJDOE cited its regulations regarding home instruction due to a temporary or chronic health condition (N.J.A.C. 6A:16-10.1).

Requirement to Update the District, Charter, Renaissance and APSSD Public Health-Related School Closure Plan as of May 4, 2020

On May 4, 2020, Governor Murphy announced that all New Jersey school buildings would remain closed for in-person instruction for the remainder of school year 2019-2020. Private schools with longer academic years will remain closed until at least June 30, 2020. To ensure that New Jersey students continue to receive high quality, standards-based instruction through the end of the school year, and to provide appropriate transparency, each school district, charter school, renaissance school project and APSSD **must update and post to its website its school health-related closure preparedness plan**. Pursuant to P.L. 2020, c.27, the revised plans must be approved by the district board of education or board of trustees.

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: Hunterdon

Name of District, Charter School, APSSD or Renaissance School Project: East Amwell Township

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Edward F. Stoloski

Phone Number of Contact: 908-782-6464, ext. 212

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

Page 6, #4

2

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 disabilities to the greatest extent possible, including accessible materials and platforms?	Yes	
*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

Pages 6, 7 & 8

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

Page 9

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

Pages 9 & 10

Length of Virtual or Remote Instructions Day Plan Component 5

Question	District Yes or No	County 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

Pages 4, 5 & 6

4

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

Pages 4, 5 & 6

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

Pages 11 & 12

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

Pages 6, 7 & 8

Board Approval Component 9

*Is the plan board approved? ☑ Yes ☐ No   Enter Date (mm/dd/yyyy): 04/07/2020

Notes on Component 9

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): 03/16/2020

Notes on Component 10

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

All employees are considered essential except for summer part-time help.

APSSD Applicable Only: Sharing Plans Component 12

*Was the plan shared with all sending districts? ☑ Yes ☐ No

Notes on Component 12