



# KINGSWAY REGIONAL SCHOOL DISTRICT

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*Dr. James J. Lavender*  
*Superintendent of Schools*

*Mr. Jason Schimpf*  
*School Business Administrator*

May 22, 2020

Via email: [Peggy.nicolosi@doe.nj.gov](mailto:Peggy.nicolosi@doe.nj.gov)

Peggy Nicolosi  
Executive County Superintendent of Schools  
NJ Department of Education - Salem County Office  
94 Market St., 2<sup>nd</sup> Floor  
Salem, NJ 08079

RE: School Health-Related Closure Plan

Dear Mrs. Nicolosi:

The Kingsway Regional School District has implemented a school health-related closure plan to address our efforts to limit school community exposure to COVID-19 while delivering asynchronous technology instruction and services to our 7-12 students. A description of this plan, as outlined by the State of New Jersey's Department of Education's Checklist for School Health-Related Closure Plans, can be found below.

Very truly yours,

Dr. James J. Lavender  
Superintendent of Schools

JJL/svv

cc: Members of the Board of Education  
Jason Schimpf, School Business Administrator/Board Secretary  
Mr. Melvin Allen, High School Principal  
Mr. Brian Tonelli, Middle School Principal

***Home of the Dragons***

**PLAN COMPONENT I: EQUITABLE ACCESS TO INSTRUCTION**

**1. Does the plan include equitable access to instruction for all students?**

- a. Equitable access to instruction is first achieved through the district’s assurance that all students have access to technology and Wi-Fi to ensure they are able to log in and access instruction, assignments, and teachers throughout the school day. Multiple device “pick-up” days have been implemented in addition to multiple device “drop-offs” at specific student homes. At this time, all students have access to technology across the district.
- b. Student engagement in virtual learning is examined through newly implemented “student engagement” monitoring practices at each of the schools, under the principal’s direction, wherein teachers collaborate with school counselors and other school administrators to work closely with students (i.e. phone calls, virtual meetings, check-ins, etc.) and their families to devise plans to better understand any issues (family, illness, technology, social-emotional, etc.) that may exist to preclude them from engaging in online learning and develop individualized plans to support the students and families.
- c. Teachers support students’ virtual instruction through a mix of synchronous and asynchronous strategies that infuse student choice and assist with personalizing learning. Reassessment practices also continue in the virtual environment as teachers provide feedback, extend learning opportunities, and then reassess for growth based upon individual student progress.

**2. Does the plan include an overall demographic profile of your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?**

- a. MS: 7<sup>th</sup> = 530; 8<sup>th</sup> = 506
- b. HS: 9<sup>th</sup> = 467; 10<sup>th</sup> = 445; 11<sup>th</sup> = 425; 12<sup>th</sup> = 436

School	Male	Female	Hispanic	Asian	Black	White	Pacific	Amer. Indian
HS	934	839	131	94	215	1316	2	3
MS	500	536	79	40	113	797	0	0

School	Multi	ESL	Migrant	Immigrant	Homeless	IEP	504
HS	12	15	0	16	12	318	126
MS	7	4	0	4	3	193	71



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**3. Does the plan ensure that all students, with their varied age appropriate needs, are addressed throughout the plan?**

- a. The district considers the existing structures of support for students in grades 7-12. For example, the teaming at the middle school is an added layer of support for students and families, and serves to act as a liaison, especially for those students who may have had difficulty “engaging” for a variety of factors. An example is working with students and parents using scheduled virtual meetings. At the high school, school counselors are continuing to schedule meetings with students as “check-ins” and assistant principals are also scheduling virtual one-on-one meetings with students and their families to assist them and ensure their specific needs are being addressed.
- b. The district distributed a “mood-check” survey to all district students toward the beginning of the shift to virtual instruction. From there, virtual check-in meetings are scheduled with all students 7-12 who noted a level of discomfort, nervousness, feeling sad, etc. with the new virtual environment.

**4. 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?**

- a. The goal of the first two weeks of virtual learning centered on ensuring all students had access to technology and WiFi. From that point, each school principal is tasked with monitoring and addressing student engagement-levels throughout the remote learning period and ensuring measures are in place to maintain consistent and frequent contact with these students and families (i.e. teachers, school counselors, assistant principals, principals, etc.). Twice a week, the entire administrative team meets and reviews adjustments (data) as well as discussions with families (narrative). At this time, both the middle school and high school are using Google Classroom as the online platform from which all instruction (synchronous or asynchronous) is facilitated through the addition of apps (i.e. Loom, Zoom, Google Meet, etc.)

**5. Does the district’s plan account for measuring and addressing the ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?**

- a. As stated above, the goal of the first two weeks of virtual learning centered on ensuring all students had access to technology and WiFi. At that point, all students received what they needed to engage in virtual learning.
- b. In addition to meeting twice a week to focus on monitoring student “engagement” that could be a result of network issues or lack of sufficient access to devices (as well as other social emotional issues), the district has established a helpline for students or families to access at any time (email [support@krsd.org](mailto:support@krsd.org) or call 856-467-3300 extension 4256).



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## PLAN COMPONENT II: ADDRESSING SPECIAL EDUCATION NEEDS

1. **Does the plan address the provision of remote/virtual instruction to implement Individual Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?**
  - a. The district utilizes a variety of platforms, applications and resources to meet the needs of a diverse population of special education students, which includes but is not limited to: Google Classroom, Google Meets/Zoom video-conferencing, voice-over presentations, Reading Ally audiobooks, speech-to-text accessibility tools, and leveled texts (Newsela, Reading A-Z) to support readability, comprehension/accessibility of texts; use of Flipgrid and EdPuzzle to chunk content into digestible bites, and integration of adaptive/web-based instructional and diagnostic tools (IXL) to track students' progress on both gap skills and grade-level standards. For a small group of students whose functional and communication needs dictated alternative options to virtual learning, traditional paper packets with assignments individualized to their learning needs and goals were delivered to their homes. One-to-one live sessions and small group live sessions through video-conferencing platforms have proven beneficial, as they offer direct, explicit instruction and socialization opportunities for our students with disabilities. Google Classroom allows for differentiated instruction and allows teachers to assign tasks and assignments to individual students (modified work, alternate assignment, etc.) at the students' individual levels.
  - b. The district has provided supports including tutorials and resources for supporting students with IEPs in a virtual learning environment to both faculty and parents. Supports for parents included an overview of enabling accessibility features, including: magnifying the screen and utilizing Google Chrome accessibility extensions. This information can be found [HERE](#).
  - c. *Tips for Supporting Students with Disabilities in Virtual Learning* was disseminated to faculty before virtual instruction commenced and remains accessible to faculty through the district's Virtual Learning website. Supports communicated include implementing a Universal Design for Learning approaches, supporting specific areas of disabilities in a virtual setting, providing accommodations and modifications in virtual learning, integrating positive behavioral supports in a virtual setting, and best practices in co-teaching in virtual learning. This information can be found [HERE](#). A professional development virtual workshop was offered to faculty during the Virtual April in-service and is archived/accessible to faculty through the Virtual Learning webpage found [HERE](#).
2. **Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?**
  - a. Teachers were directed to track modifications in their lesson plans and later in their "Big Picture" calendar plans as we moved to macro planning for the remainder of the school year. PowerSchool and Frontline Education are platforms consistently used to track student progress on grade-level standards as well as progress toward IEP goals and



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objectives. Teachers continued to update information regarding student progress in both PowerSchool and in their present level statements in Frontline/IEPs.

**3. 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?**

- a. Child Study Team case managers are emailing students and parents on a weekly basis to ensure families know their case manager continues to be accessible. Case managers are making phone calls to households if a student on their caseload appears on the disengaged student list. Case managers explore why a student is disengaged (issue with technology, motivation, or social-emotional issue) and assist with resolving the barrier. Case managers update teachers accordingly and may request the teacher to engage with the student 1:1 via Google Meet to assist with the student's learning. Additionally, each Child Study Team member has created a website to list resources and other information relevant to the virtual learning environment and social-emotional well-being during the pandemic.

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

- a. Virtual IEP meetings have been scheduled with appropriate notice (10 days) being provided to families. Requests to reschedule meetings based upon parent availability will be honored to the greatest extent possible. Virtual IEP meetings will be conducted in the same fashion as in-person meetings. Meeting documents will be emailed for review and a hard-copy of the student's IEP will be mailed to parents once the school closure has ended. All new referrals and re-evaluation planning meetings will be held in compliance with timelines identified in the Code. It will be explained to parents that evaluations cannot be conducted until the school closure has ended to ensure the safety and well-being of students and staff. Social history evaluations and psychiatric evaluations are being done virtually.

**PLAN COMPONENT III: ADDRESSING ELL & BILINGUAL NEEDS**

**1. Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?**

- a. Students qualifying for ESL services receive three levels of support, whether in the classroom or virtually.
- b. Classroom teachers are required to follow an Individual Language Plan for each student, which was developed by a language team consisting of the school counselor, ESL teacher, administrator, and student. This plan bases recommendation on multiple points of student data, including grades, teacher language surveys, teacher recommendations, ACCESS test results, MODEL test results, records review, and student/family interviews. The plans are shared with parents of ELLs and with teachers at the beginning of the



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school year. Each plan details the accommodations and modifications each student can expect in each of his or her classrooms and is based on the data points and the student's WIDA language tier. Teachers continue to follow this plan in the traschool and a virtual environment.

- c. A dedicated ESL teacher is assigned. During virtual learning, the teacher instructs students using the district approved online platform - Google classroom. She uses other district-approved apps such as Remind 101, Zoom, and Google Meet to be accessible to students' individual academic needs if they have needs outside the academic environments. In addition, the ESL teacher monitors students' progress on assignments and grades in all of their other classes and assists them in completing work assigned in other content areas. Students are also afforded the opportunity to take part in after school virtual tutoring sessions via Title I.
- d. A school counselor dedicated to the needs of ESL students and their families is assigned. The counselor works with the ESL teacher to monitor students' progress on assignments, meets with students to assist as appropriate, and keeps parents informed of student progress as needed. The counselor continues to offer this support to students and their families in a virtual learning environment.

**2. Does the plan contain how the district communicates with ELL families, including translated materials and directions?**

- a. District translators, as well as the ESL teacher, assist with in-person calls and meetings with parents and students when necessary. They also assist with translation of letters/directions for parents and students in the ESL program.
- b. Documents loaded on the district website are in a format that can be translated using the site translation function.

**3. Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access to challenges?**

- a. Methods of instruction and expectations for differentiation - designed to assist students' needs are detailed in each student's individual language plan and continue in the virtual environment.
- b. The ESL program supervisor, teacher, and school counselor collaborate to ensure all ELLs have access to technology. At this point, all ELLs have access to technology.
- c. Strategies to troubleshoot ELL access to challenges:
  - i. These include the use of district translators and the school's IT department. ELL students and their families with internet issues have received assistance from district translators to apply for Comcast's "Essentials" program.
  - ii. Using the district ticketing system, ELLs can request assistance from district IT staff to troubleshoot internet issues, including connectivity issues.



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**PLAN COMPONENT IV: SAFE DELIVERY OF MEALS**

**1. Does the plan contain how the district will provide continued safe delivery of meals to students?**

The food service department has implemented a safety plan to ensure the safe delivery of school meals during the school closure. The plan is designed to limit the exposure to COVID-19 while meeting food safety guidelines.

- a. All delivery personnel are required to wear a face covering and gloves while making food deliveries.
- b. The delivery vehicles are disinfected before and after the deliveries are made.
- c. All bagged lunches remain sealed once they leave the school campus.
- d. Food temperatures are maintained at the correct temperature and deliveries are made within a 2-hour period.

**PLAN COMPONENT V: LENGTH OF VIRTUAL or REMOTE INSTRUCTIONS DAY PLAN**

**1. Is the virtual 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 or remote learning plans to maximize student growth and learning to the greatest extent possible).**

- a. In an effort to support students and families as they navigate this new learning world, the district has established a standard baseline for how many hours of instruction per class and per week that students should be receiving in grades 7-12, as well as the time of day that all assignments will be posted. The goal is to maximize learning without overburdening/draining students. This is outlined on our website [HERE](#).
- b. At the March in-service all teachers engaged in a broader form of lesson planning, under the guidance of their instructional supervisor, that focused on identifying key standards with the reduced timeframe and developed what we refer to as “calendar plans” that focus on key concepts and skills that we need the students to understand and be able to demonstrate by the end of this virtual learning period.
- c. Teachers are encouraged to continue the use of DI during virtual learning using student choice and flexibility with assignments.
- d. Teachers, counselors and CST members are assigned “office hours” to support students on a more one-to-one basis.
- e. The week of June 15-19<sup>th</sup> will consist of supplemental support and enrichment activities as the school year closes, in an effort to continue to engage students throughout the entire virtual learning experience.



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- f. Title I students who would typically receive supports after school have been afforded the opportunity to participate in additional tutoring services virtually for math, ELA, and math-based sciences.
- g. The district is also exploring the use of benchmark assessments at the start of next school year (and ongoing progress monitoring) in an effort to ensure educators are aware of both strengths and possible deficits that may result in curricular and instructional adjustments next year.

#### **PLAN COMPONENT VI: ATTENDANCE PLAN**

- 1. 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 students?**
  - a. Building principals, with support of teachers and school counselors, created a “student engagement” spreadsheet to determine and track engagement levels of students for each class. Students engaged, through the completion of assignments, are considered present. Students not engaged, not completing assignments, results in an attendance inquiry. Teachers and counselors call the parent/guardian of a disengaged student to determine reason for incomplete assignments. Results of the conversation with the parent/guardian are logged. A student not engaged due to an extenuating circumstance is given time to make-up work, which aligns with the district attendance policy for an excused absence. Should the principal knowingly determine a student was willfully not participating in any instruction, then the student will be deemed absent and the attendance policy enforced.
- 2. Does the plan describe how the district is following up with the families when a student is not participating in online instruction and/or submitting assignments?**
  - a. As noted above, each school principal is tasked with monitoring and addressing student engagement-levels throughout the remote learning period and ensuring measures are in place to maintain consistent and frequent contact with these students and families (i.e. teachers, school counselors, assistant principals, principals, etc.). Twice a week, the entire administrative team meets and reviews adjustments (data) as well as discussions with families (narrative).

#### **PLAN COMPONENT VII: FACILITIES PLAN**

- 1. Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?**



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- a. Our maintenance department has wiped every area of the school down with a product called Suprox, which is a hospital grade disinfectant. All touch surfaces will continue to be cleaned with Suprox. (<https://www.hillyard.com/Pages/default.aspx>)
- b. Our maintenance department works M-F during the summer, hours are determined by the needs that week.

#### PLAN COMPONENT VIII: SUMMER PLAN

1. **Does the plan contain a preliminary outline for the provision of summer services, including: (Extended School Year (ESY) for student with disabilities including how ESY will be delivered; 21<sup>st</sup> 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 I extended learning programs; Any preliminary plans for Class of 2020 graduation ceremonies).**
  - a. **ESY:** Extended School Year will be delivered virtually, beginning on Monday, July 6-Thursday, August 6<sup>th</sup>. There will be no ESY on Fridays. Details include:
    - "Live" or synchronous direct instruction 1 hour per day/4 days a week delivered by a special education teacher
    - Each teacher will be assigned 4-5 students with similar IEP goals
    - Live instruction may be 1:1, 2:1, or small group
    - Teachers will attempt to schedule "live" instruction based upon parent availability/preference
    - Teachers will provide parents with a weekly calendar to assist parents in structuring their child's time
    - Upon request, manipulatives and/or paper-copies of assignments will be mailed
    - In addition to live instruction, students will access iXL up to 20 minutes a day for ELA & math activities
    - Students will have access to Learning Ally for audiobook recordings
    - Teachers will prepare choice menus to address IEP goals including ADLs (bed making, cooking), physical activities, and other life skills
    - Opportunities to socialize via Google Meet will also be included. These Meets may include virtual field trips and/or virtual related services
    - Related services will continue to be delivered virtually as they have been during the school-closure
    - Progress monitoring, to the extent practical/possible, will continue



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- Paraprofessionals will not be utilized during virtual ESY
- a. **CREDIT LOSS/SHORTAGE/CREDIT RECOVERY:** The district already has a well-established practice of accepting credit from a virtual education service that utilizes NJ certified teachers and curriculum aligned to NJ curricular standards. Should a student need to recover credit, then a virtual option is already in place.
  - b. **ASSESSMENTS OF LEARNING LOSS:** The district is currently exploring the use of benchmark assessments (MAP, LinkIT! Assessments, etc.) at the start of next school year that would give teachers immediate data related to the impact of virtual learning as well as possible summer regression by standard. These assessments would again be provided in the winter to benchmark and note progress related to instruction.
  - c. **SUMMER:** Qualifying Title I students are currently receiving tutoring services virtually beyond the typical school day. The goal is for services to continue through the summer months.
  - d. **SUMMER ELA:** The district is restructuring its ELA summer work and will engage in a 7-12 One Book, One List to promote literacy throughout the summer months and encourage students to continue to read (via choice).
  - e. **SUMMER Math:** Due to disruption in the regular learning process caused by the COVID-19 pandemic, students are vulnerable to not attaining conceptual understandings as comprehensively as necessary and these gaps can exacerbate over the years. It is critical that students engage in practice to self-assess and deepen mastery of foundations skills required for their upcoming math course. Therefore, the district is restructuring its math summer work and will move away from more traditional assignments and toward optional summer assignments that provide students an opportunity to practice foundational math skills and conceptual understandings needed for their upcoming mathematics course in September. All recommended summer assignments are available through Khan Academy in which students will be able to learn at their own pace and accelerate as needed.

#### PLAN COMPONENT IX: BOARD APPROVAL

##### 1. When will the Plan be approved by the Board of Education?

- a. The plan is scheduled to be approved by the Kingsway Regional Board of Education on Thursday, June 25, 2020.

#### PLAN COMPONENT X: POSTED ON WEBSITE

##### 1. Is the plan posted on the district website?

- a. The Plan can be found on the district's website at <https://www.krsd.org/Page/1680>.



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