May 19, 2020

As part of our ongoing commitment to provide our students with meaningful educational opportunities in a healthy and safe learning environment, our administrative team would like to advise you that we are committed to creating a pathway toward educational continuity and communication with our school community during the New Jersey mandated COVID-19 school closure. During the week of March 16, 2020, we provided distance learning instructional/activity packets to our families through the mail and sent additional packets home during the week of March 30, 2020. Currently we are also providing our distance learning activities online. Every student has been sent a Chromebook to support the e-learning process.

Westbridge Academy (WBA) Public Health Related School Closure Plan (PHRSCP): Overview

On Tuesday, March 3rd the Westbridge Academy (WBA) community was given initial direction from the New Jersey Department of Education via a conference call briefing chaired by Governor Murphy to begin reviewing our Crisis Response, School Safety and Security Plan in order to "plan" and "prepare" in the event of a COVID-19 outbreak. A subsequent guidance memo was received on Thursday, March 5th requesting a series of plans including our School Safety Plan, Crisis Response Plan, Health Related Closure Plan, and Enhanced School Cleanliness/Disinfection Plan.

All plans were drafted by Friday, March 6th and forwarded to the Essex County Executive Superintendent's Office on Monday, March 9th, which called for an allowable Distance Learning Plan (DLP) should a "15 day public health related closure" be deemed necessary. A request was received on March 12th for our Public Health Related School Closure Plan and our plan was sent on that date.

Kudos to the Westbridge Academy Team for achieving this formidable task in under seven days. Specifically, we want to take a moment to thank our maintenance crew, clinical team, teachers, administrators, technology staff and office staff who worked tirelessly to ensure that we would be able to launch a viable DLP.

A Two Pronged Plan

On Sunday, March 15th all WBA families were notified regarding our Public Health Related School Closure/Emergency Preparedness Plan via the Honeywell Instant Alert System. Due to the Public Health Related School Closure, effective Monday, March 16th, WBA embarked on providing instructional and eligible related services (as established by each student's IEP document) to students through a distance learning platform. The WBA Emergency Preparedness Plan provides for equitable instruction for all students in that it includes two different but similar options for Distance Learning: A traditional paper and pencil model in which distance learning assignment packets are mailed home and a digital learning model.

The digital learning model is hosted on our school website. The main page will host all the information needed including: email contact information for our school during the building

closure, resources for parents, and virtual "office hour" schedules for the entire Westbridge Academy staff. Additional information may also be posted on the Westbridge Academy Facebook page as well. Before any major updates are posted, a Honeywell Instant Alert will be sent out to all relevant stakeholders.

WBA student Chromebooks were sorted and packaged on Saturday March 21st, sent out on Monday March 23rd and most arrived on March 24th. Please be mindful of internet and website bandwidth and realize that some visitors may experience difficulties and delays. Never has the world attempted to remotely teach all students at the same time.

This current school closing was initially set to span a minimum of two weeks. Accordingly, in preparation for the closure, March 16th was assigned as a staff professional development day (utilizing an Emergency Closing day) and the initial closing remained in effect through Sunday, March 29th in alignment with governing body directives (e.g., Governor Murphy, Board of Health). Subsequently, in light of updated mandates since mid-March, WBA has and will continue to provide distance learning until the most current Executive Order (number 107) and May 4, 2020 school building closure announcement, which is currently set to span through June 30, 2020, is lifted or otherwise amended. At such time, WBA will either continue with our DLP or follow school building re-opening guidelines provided by state and/or public health officials.

Expectations

While WBA is well positioned to launch a distance learning experience, we ask that you remain supportive and patient in understanding that this is completely new territory for schools and it is our first experience at educating students, supporting families and districts in this manner. We believe that our staff members will be able to embrace this challenge due to the remarkable qualities that they possess. The DLP experience will evolve over time, as we adjust to a new instructional and therapeutic orientation during mandated closure. The goal is on supporting and connecting with our students and families while maximizing student growth and learning.

This is a unique time, and the most important consideration is that staff, students, and families stay healthy – both physically and mentally. During this time, our teachers will not exclusively emphasize the traditional grading of assignments. They will make the necessary instructional accommodations and modifications while focusing on four key elements of our core values:

- Feedback and discussion
- Support and coping strategies
- Encouragement and positive social connection
- Student development and growth – academically, socially and emotionally

We are mindful that members of our school community (including WBA staff members) have and may face challenges ahead. As such, we have asked our staff members that if they do not hear from a student or parent for more than two days that a member of the school district child study team be notified in order to reach out via email or phone call.

Guidelines for Students and Families: Elementary, Middle and High School

- Even though our school building is closed, school is in session following the same calendar and hours of operation and calendar as was in place prior to the executive order.

- A series of distance learning activities have already been created and sent home for students crafted with the individual student IEP at the forefront.

- Digital learning activities have been made available on the Westbridge Academy home page as of April 28, 2020.

- *"Virtual Office Hours"*: Staff will be available from 8:30AM-4:00PM. Certified Substitute Teacher Aides will be available from 8:30AM to 2:30PM. This will serve to facilitate distance learning and to address any questions and concerns.

- Parents should submit questions directly to their child's Teacher, Instructional Assistant, or Case Manager via email or phone. Please copy your child's Case Manager on all email correspondence.

- If a response is not given within 24 hours, parents should reach out to their child's Case Manager.

- Should a parent or child need assistance or if a response from a child's Teacher is not received within 24 hours then a direct call to the child's Case Manager's is recommended.

Chromebooks have been mailed home. Should technical assistance be needed parents/guardians have been directed to call the school and leave a voicemail on the general mailbox with their name, call back number and the best time to receive a phone call. A representative from the school will call back to assist. Please remember that Westbridge Academy devices and email accounts are only for school-related activities.

Westbridge Academy (WBA) Public Health Related School Closure Plan (PHRSCP)

Equitable Access to Instruction (Checklist component #1)

In some ways, WBA, an approved private school for student with disabilities, is very fortunate to have such a small school with a very similar overall student profile. Under our DLP we are able to provide what boils down to 1:1 instruction. Additionally, factoring in the additional certified staff member assigned to each class we are essentially able to offer a 2:1 ratio (2 staff to 1 student).

The WBA DLP was launched on April 28th after substantial measures were initially taken to address the "digital divide." WBA ensured that all staff and students not only were issued the necessary software and hardware but were also provided training. Additionally steps were taken to ensure that internet is available for all WBA students such that as of this writing only 3

students do not yet have access. For the remaining 3 students the WBA instructional staff are planning a traditional paper/pencil based instructional activity option which will continue to be afforded to 100% of the WBA student population in the event that access becomes a learning barrier down the road.

Keep in mind that just two months ago we were set on this axis by something entirely unexpected and largely out of our control. The good news is that even though our school building is closed we are not at the end, but at the beginning, of something grand – School is in session. Together, we are at the front of an innovative approach to school. We are forging something profoundly different than the world has ever seen before. This crossover will require a shift in mindset, one anchored heavily on ongoing professional and mental growth.

Addressing Special Education Needs (Checklist component #2)

These are interesting times for sure. While challenging in many ways the times we are currently living in provide a unique opportunity to take pause and consider the many innovations in education that are available in light of our obligation to adhere to each student's IEP.

Since early March we have embarked on the journey of turning our brick and mortar therapeutic school (instructional and clinical) into a rich and vibrant Distance Learning Community (DLC) that not only meets but exceeds all student mandated IEP guidelines, state and district expectations.

In order to do this successfully on the instructional side we have engaged curriculum consultant and digital learning expert, Nancy Sulla (Founder of IDE Corporation), to help us transform the WBA instructional program for this purpose.

The plan is for IDE to build, with our guidance, an IEP informed via student specific IEP facilitation grids, Digital Activity Lists (DAL's) for each of our grade bands (K-3, 3-5, 6-8, 9-10 and 11-12) that maximize student growth and learning. The instructional staff will modify DAL's so that each WBA student will have their own individualized DAL that differentiates instructional time, measures student learning, addresses ESL/bilingual education and includes all IEP modifications and accommodations. DAL's will be centrally located on corresponding Google Classrooms. Additionally, the WBA website itself will also host sample DAL's for our entire DLC to access on the home page.

Case Managers & procedures for following up with families to ensure services are implemented in accordance with IEP's.

Role of Case Managers: A primary function of WBA Case Managers is to follow up with instructional and related service providers to ensure implementation of services outlined in student IEP's including the tracking of services. Case Managers (CM's) may participate on instructional phone calls, Zoom meetings and may also be copied on email and Google Classroom correspondence related to DAL's. CM's are invaluable in the academic success of our students. CM's are acutely aware of home life factors, access and connectivity factors that will have a direct impact on implementation of the WBA DLP plan.

CM's will aim to share as much information as possible with Teachers in order to inform instructional decision making and vice versa. Teachers will aim to share as much as they can to inform case management and related decision making.

- Case managers serve as liaison between all stakeholders to ensure that services are implemented in accordance with the IEP.
- Case managers reach out to families on a daily basis via phone and/or electronically to assess if students are participating in school assignments as well as counseling and other related services such as Speech and OT (if applicable).
- Daily schedules, which accommodate the needs of students and their respective families, have been created so that all parties are aware of when related services will be provided.
- Case managers monitor any potential factors, including but not limited to family stressors and connectivity issues which may in some way inhibit students from receiving services.
- Case managers will maintain ongoing communication with teachers, the administrative team, as well as inform sending districts of each student's progress and document any interruption of services accordingly.

Procedures for virtual IEP meetings, evaluation and other meetings to identify/evaluate/reevaluate students.

IEP meetings and related meetings are being conducted on schedule through the use of HIPAA compliant Zoom video conferencing technology. A WBA Business Associate Agreement has been established with Zoom and user training has been provided to WBA staff. Precautions have been taken to ensure privacy and confidentiality.

- The Supervisor of Pupil Personnel Services will maintain communication with sending districts to ensure that IEP's remain in compliance and are scheduled by the due dates indicated for each student.
- All annual review IEP meetings are scheduled in collaboration with the case managers from the sending districts and the parents.
- IEP meetings are conducted via various video and audio conferencing platforms (depending on the district and the needs of the parents). The district case manager, parent, WBA teacher and the Supervisor of Pupil Personnel Services participate in the IEP meetings.
- All scheduled IEP meetings are documented on the Highlights Calendar (WBA internal calendar).
- WBA teachers and related service providers are notified of IEP meetings scheduled and work collaboratively with direct supervisors to formulate IEP documents and prepare for the IEP meetings.
- WBA case managers follow-up with parents as a courtesy to remind them of upcoming IEP meetings.
- The Supervisor of Pupil Personnel Services forwards all IEP documents to the sending district case managers.
- The Supervisor of Pupil Personnel Services completes SEMI's for all IEP meetings held which are then forwarded to the sending districts monthly.

Addressing ELL and Bilingual Needs (Checklist component #3)

- Currently, there are no students attending WBA who are in need of ESL/Bilingual education.
- Any parents who are in need of bilingual services have been assigned a bilingual, bicultural case manager to facilitate communication with all stakeholders and serve as translator for meetings such as IEP conferences.
- In addition, written documents, such as school forms, have been translated to accommodate parents who are in need of bilingual services.
- In the event that students with ELL and bilingual needs are enrolled at WBA all IEP mandated services will be provided through bilingual staff members such as Clinicians, Aides and Teachers.

Safe Delivery of Meals (Checklist component #4)

Westbridge Academy continues to post information via the school website from our partner public school districts about the availability and delivery of free and reduced breakfast and lunch during this period of school closure, and updates this posting as additional information becomes available.

Length of Virtual Instructional Day (Checklist component #5)

Each WBA student has been provided with a daily schedule that includes various modes of instruction, specials (encore and elective classes), counseling, related services (such as speech, and occupational therapy), physical education, executive function education and social and emotional learning thus providing necessary structure during distance learning. Student schedules span the length of a full instructional day (8:50am-2:20pm).

Under the DLP, our classroom Teachers will act as project managers, working in close collaboration with student Case Managers, the additional staff member assigned to each classroom, instructional assistants and the other track teachers (for MS and HS) in order to implement the IEP, track service provision, monitor student progress and provide accommodations and modifications.

Students are offered individualized instruction through the use of activity lists that support the student's individualized education plan in all grade bands. These activity lists reside on the school's website and in the student's respective virtual classroom. Student learning is measured through formative and summative assessments that correlate to the individualized activity lists. The instructional day continues to follow the school schedule from 8:50am-2:20pm. The student is able to contact their teacher via virtual classroom, virtual meetings and by phone.

Due to the varying needs and the goals and objectives outlined in each student's individualized education plan, direct instructional time and independent work can vary as some students require minimal teacher to student guidance; while others need to communicate with their teacher at

more frequent intervals in the school day. In addition, each classroom is supported by an additional staff member and an overarching staff member that supports each grade band.

The goal is to provide instruction, instructional support and clinical support to the student (family) without causing any additional stress in the home. On the contrary, we are interested in relieving some of the stress.

Teachers and Case Managers communicate extensively prior to providing any virtual instruction to students and they communicate extensively after each instructional call is completed. All such communication is recorded on a daily tracking sheet.

Case Mangers continually share information with the classroom teachers regarding access to the internet, access to the phone, openness to creating a regular schedule of Teacher/Student contact, openness/access to using video conferencing, barriers to use of technology/Chromebook in general, and other home life matters that could have an impact on learning under our DLP.

Instructional decisions made by Teachers will then be better informed as Teachers will aim to modify and accommodate in any way possible to make it work.

Example: A student in classroom 10 will be able to visit classroom 10 on the Westbridge Academy website or through Google Classroom to receive their own unique and IEP driven DAL that will be facilitated by virtual teaching and support throughout the school day. For example, in the case of classroom 10, the Teacher would plan a DAL which is uniquely crafted to meet her students' IEP in order to facilitate learning. Perhaps the Teacher may need to provide additional modifications on a given DAL or provide individualized accommodations when facilitating instruction based on student IEPs.

The Teacher will coordinate the facilitation of instruction with an assigned certified support staff member (as illustrated below) and will work virtually with classroom 10 students throughout the school day. The assigned certified support staff member should refrain from initiating virtual contact with students until directed to do so by the classroom Teacher.

Students will receive 1:1 virtual instruction to facilitate their DAL through phone calls using school issued teacher Tracfones, Zoom meetings, screen casts, vlogs and email. Text messaging students is not recommended for this purpose but rather utilized only for emergency purposes in timely consultation with the student's Case Manager.

Both the Teacher and the other assigned certified staff person will implement student IEPs and track provided services including, but not limited to: facilitating academic and social emotional learning, checking for understanding, providing instructional support, providing IEP modifications and accommodations, monitoring academic progress, monitoring IEP growth measurements and benchmarks, note taking for IEP narratives, planning for IEP and related meetings and maintaining student records.

An instructional contact time schedule for each student has been distributed to all WBA staff members in an effort to ensure that while working under the DLP, instruction and related

services are provided for the full length of the school day in order to maximize student growth and learning.

Instructional Staff Daily Responsibilities (Teachers, Certified Substitute Teachers/Aides and Instructional Specialists):

Lesson planning/creation of DLP activities collaboratively with cooperating staff members and our IDE consultants (both traditional work packet model and digital learning model via activity lists), virtual teaching/working with students, virtual prompting, virtual assistance with assignment completion, virtual reinforcing, virtual re-teaching, assessment data collection and monitoring of IEP goals, IEP writing, IEP meeting virtual participation, clerical tasks, professional development and more. All instructional services provided must be tracked on the daily sheet including IEP implementation methods, provision of modifications and accommodations, methods of differentiation and methods of measuring student progress.

What to teach now as we slowly crossover into our digital DLP (These are in addition to the lessons built in the work packets):

- Lessons about learning from home
- Lessons about how to use their devices
- Lessons about using educational technology
- Lessons about apps that will be used
- Lessons about what an Activity List is
- Lessons about digital literacy
- Lessons about digital citizenship and anti-bullying
- Executive Functioning Skills
- Social and Emotional Learning Skills

The goal would be to incrementally ramp up into DLP academics slowly

Instructional Specialists:

Under the DLP model Instructional Specialists will be responsible to support a given track as an additional layer of general support for that track by emailing students and making calls with school issued phones. Additionally, specialists will work closely with homeroom teachers as activity lists will integrate all content areas in an interdisciplinary fashion.

Student Progress Measurement:

We are fortunate to have such a low teacher to student ratio under our DLP model. Essentially all of our students have a 1 teacher: 2 student ratio, in some cases a 1:1 ratio. This puts us in a prime position to assess principally through virtual observation and the use of self-assessment and rubrics. The following digital applications are being utilized and include data driven assessment and diagnostic tools: I-Ready, IXL and Brain Pop. Additionally, Teachers are utilizing Google Classroom to incorporate a suite of interactive benchmark assessments, quizzes and tests that are

both formative and summative. Through Google Classroom, Teachers can decide to incorporate digital journals that summarize learning, open-ended prompts and more.

Clinical Staff Expectations:

The Clinical Team will provide counseling services adhering to specific days and times as indicated on WBA issued weekly schedules, services will be logged and approved by the department supervisor. Clinicians will track services outlined in IEPs following NJDOE and WBA regulations, will take student attendance daily, provide a daily written report and will provide virtual case management. The clinical team will maintain daily activity logs which will be submitted to their supervisor for approval. Lastly, the clinical team will utilize email and WBA issued Tracfones to contact students and families and will maintain all written records in association with regulations and guidelines as established for certified school counselors.

Counseling and Speech:

Under our DLP, "Teletherapy" is legally allowed for counseling and speech. In response to New Jersey's decision to close schools and continue to provide education through remote instruction, the State Legislature has passed Assembly Bill 3813 giving special education students the same educational opportunities to virtual or remote instruction "to the extent appropriate and practicable." The bill also specifically authorizes speech language and counseling services to be delivered "through the use of electronic communication or a virtual or online platform, as appropriate."

Office staff expectations:

The office staff will continue to perform clerical/support functions for staff, annual tasks during the last quarter of school year, Business Office functions, checking email, voicemail, and fax transmission. The office staff primarily works from home to maintain health safety and periodically, based on necessity, will work for limited periods of time in the physical school building following all social distancing guidelines as established by the CDC.

Administrative staff:

The administrative staff maintain a daily work schedule of 8:30-4:00, Monday through Friday. The administrative team manages the total school operation, distance learning plan, staff development and evaluation, safety/security of students and staff.

- **Principal:**
  Coordinates with Outreach Team for all tech/website needs; maintains contact with custodians regarding building and grounds; works with instructional staff regarding technology related issues, master scheduling, manages WBA technology infrastructure and other instructional needs
- **Pupil Personnel Services Supervisor:**
  Assist Director with clinical functions, IEP coordination w/ districts, and supervisor of the clinical department

- **Assistant Director:**
  Oversight of instructional program, leadership and staff professional development, WBA curriculum and staff communications
- **Curriculum and Instruction Supervisor:**
  IEP coordination, in-service/professional development scheduling, coordinator of K-12 curriculum and DLP curriculum alignment
- **Special Education Supervisor:**
  IEP coordination, student discipline, teaching/learning supplies/materials, and DLP curriculum alignment
- **Director:**
  Oversight of the administration, clinical team, manage Office/Business Office functions

Professional Development:

Our DLP and related technology is an area for professional growth. Extensive professional development is underway in the area of Educational Technology, Google Classroom and Digital Activity Lists in order to learn important technology skills that will relate to our DLP.

Instructional training is being provided in the areas of Authentic Problem Based Learning (APBL) and the Learner Active Technology Infused Classroom (LATIC) methods.

NAPPI (crisis intervention) training will continue in the near future. Online modules are being explored. More information will be forthcoming.

Clinical Team meetings and individual supervision will continue to ensure appropriate delivery of services to students and families to the furthest extent possible.

NJDOE Teacher Certification mentoring will continue. It is likely that SGO's will need to be adjusted. More information will be forthcoming.

Student Attendance plan (Component #6)

Attendance

Under the PHRSCP, WBA considers the number of student contacts and engagement in determining operational attendance. Minimally, WBA is looking for two student engagements, one in the morning and one in the afternoon, in order to be marked present for a given day. For example, two-way contact with a case manager and completing an online "check in" assignment.

- Case managers take daily attendance through daily check-ins via phone and/or electronically.
- Case managers then email the "Attendance Group" found in Outlook
- The front office then documents the record of attendance for each student in WBA school management software (Paradigm Pioneers database).
- Case managers will follow-up with sending districts regarding excessive absences of any student.

- A letter is generated for any student who has been absent for 5 consecutive days and is forwarded to the sending district accordingly.

Facilities Plan (Component #7)

Currently, our two custodians maintain a daily work schedule of 8:00-4:00, Monday through Friday. In addition to their usual tasks (as per building upkeep and maintenance schedule) including painting areas of the building interior, they will maintain increased levels of disinfection protocols. Additionally, the building and grounds related maintenance schedule continues to be in place during the public health related school closure plan with CDC social distancing guidelines in place. Lastly, our custodians are members of the "WBA Re-Opening Planning Team" (Nurse, Custodians, Transportation Supervisor, Principal, Assistant Director and Director) and have been invaluable in the design of a potential plan.

Summer Programing Plan (Component #8)

WBA is planning for two possible IEP driven scenarios for our Extended School Year (ESY) program inclusive of academics, exploration, mental health and health services. One being designed in consult with the "WBA Reopening Planning Team" (Nurse, Custodians, Transportation Supervisor, Supervisor, Principal, Assistant Director and Director) that is a more traditional ESY experience with current social distancing measures in place and another fully virtual model.

Themes for our virtual ESY program are very exciting and include: "WBA Got Talent" and "WBA Shark Tank" where students will develop a project of interest. Emphasis will be on academic skills integration including writing, research, note taking, time management, self-awareness, practical math, technology and science.

Many students and families have already expressed interest with the majority having made a written commitment. Additionally, many staff members have expressed interest as well. ESY operates in the month of July and so WBA awaits a decision from governing officials regarding the use of the physical school building in the near future.

In respect to learning loss during the summer, WBA will be assigning a summer assignment to each student that is comprised of online educational technology programs that align with the IEP. Each educational technology program can diagnose/assess skill proficiency and allows the student to receive immediate feedback.

Graduation/8th Grade "Moving Up":

Currently, WBA provides services to one High School Senior. A virtual ceremonial opportunity is being planned for and provisions are being made for virtual attendance to the district's graduation ceremony.

A virtual moving up ceremony for current 8th graders that will be moving up to the high school is currently being planned for as well. More information will be forthcoming.

Board Approval (yes/no) and date (Checklist component #9):

Posted on WBA Website (yes/no) and date (Checklist component #10):

List of essential employees by job title attached as addendum (yes/no) (Checklist component #11)

Was the plan shared with all sending districts (yes/no) and date (Component #12):

PLEASE NOTE:** THIS DOCUMENT IS SUBJECT TO CHANGE. IT WILL LIKELY BE UPDATED ON A WEEKLY BASIS. CHANGES WILL BE ANNOUNCED AT OUR WEEKLY STAFF MEETINGS AND A REVISED DOCUMENT WILL BE ISSUED

Cordially,

Dr. Viviana Litovsky

Dr. Viviana Litovsky
Director

Addendum

WBA 2019-2020 Staff Roster

#	Title	Name
1	Sr. Secretary	Bardi, Joan
2	Teacher of the Handicapped	Bosire, Beatrice
3	Teacher's Aide	Campo, Dayana
4	Teacher of Students w/ Disabilities	Carbone, Carmen
5	Supervisor of Curriculum & Instruction	Cerniglia, John
6	Music Teacher	Charyn, Griffin
7	Teacher's Aide	Clerk, Mathew
8	School Social Worker	Colthart, Dana
9	Supervisor - Spec Ed	Coston, Tracy
10	School Social Worker	Coya, Brian
11	Teacher of Students w/ Disabilities	Dango, Matthew
12	Teacher's Aide	DeLuca Anthony
13	School Psychologist	Feakes, Carrie-Ann
14	Teacher of Students w/ Disabilities	Gowda, Amba
15	Assistant Director	Hadzimichalis, Anthony
16	Teacher of Students w/ Disabilities	Hernandez, Angelica
17	Bookkeeper	Jadeid, Alya
18	Speech/Language Specialist	Jones, Cheryl
19	Art Teacher	Juliano, Alice
20	Teachers' Aide	Kornegay, Michael
21	School Nurse	Landy, Mary
22	Director	Litovsky, Viviana G., Ph.D.
23	Teacher's Aide	London, Bryan
24	Principal	Mathew, Abraham
25	Teachers' Aide	McCarthy, Lisa
26	Teacher of Physical Ed & Health	Mendieta, Nathaniel
27	Reading Specialist	Miller, Tania
28	School Social Worker	Miranda, Nicole
29	Secretary	Montoya, Jennifer
30	School Social Worker	Neto, Nicole
31	Teacher of the Handicapped	Nutting, Jennifer
32	Teacher of the Handicapped	Ortiz-Almeida, Sofia
33	Teacher's Aide	Paul, William
34	School Social Worker / Supervisor	Perrotta, Adriana
35	Janitor #2	Ramos, Eric
36	Technology Support	Reyes, Emanuel
37	Janitor	Rosario, Luis Jr.
38	Teacher of Students w/ Disabilities	Schneckenberg, Andrea
39	Teacher's Aide	Sharma, Poonam
40	Teacher of Students w/ Disabilities	Sillett, Milena
41	Teacher's Aide	Slavinskiy Victoria
42	Teacher of the Handicapped	Stec, Courtney
43	School Social Worker	Swistak, Joelle
44	Teacher of Students w/ Disabilities	White, Catherine
45	Secretary	Wiggins, Portia
46	Teacher's Aide	Wilson, Gladys

47	Teacher of Students w/ Disabilities	Wollman, Cherie

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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: Essex
Name of District, Charter School, APSSD or Renaissance School Project: **Westbridge Academy**
Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: **Dr. Viviana Litovsky**

Phone Number of Contact: **973-429-8110 Ext.147**

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? See p. 1,3,4	**Yes**	**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)? See p. 1,6	**Yes**	**Yes**
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan? See p.1	**Yes**	**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? See p.3,4	**Yes**	**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? See p.3,4	**Yes**	**Yes**

Notes on Component 1

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? See p.3,4,5	**Yes**	**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? See p.4,5,6,7,8	**Yes**	**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? See p.4,5	**Yes**	**Yes**
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities? See p.5,6	**Yes**	**Yes**

Notes on Component 2

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)? See p.6	Yes	Yes
*Does the plan contain how the district communicates with ELL families, including translated materials and directions? See p.6	Yes	Yes
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges? See p.6	Yes	Yes

Notes on Component 3

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? See p.6	Yes	Yes

Notes on Component 4

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. See p.6,7,8,9,10	Yes	Yes

Notes on Component 5

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? See p.10,11	**Yes**	**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? See p.10,11	**Yes**	**Yes**

Notes on Component 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? See p.11	**Yes**	**Yes**

Notes on Component 7

Summer Programming Plan Component 8

Question	District Yes or No	County Yes or No
*Does the plan contain a preliminary outline for the provision of summer services, including: See p.11 • 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**	**Yes**

Notes on Component 8

Board Approval Component 9

*Is the plan board approved?   √*Yes*   No   Enter Date (05/20/2020):

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 (05/21/2020):

Notes on Component 10 tech

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	Yes

Notes on Component 11

APSSD Applicable Only: Sharing Plans Component 12

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

Notes on Component 12