August 23, 2022

Introduction

Westbridge Academy (WBA) is a unique school in which students with behavioral, emotional and learning disabilities learn how to face their issues to forge productive, fulfilling lives. Westbridge Academy is not a member of NJSIAA.

With warmth and a progressive, nurturing approach, we provide a dependable, structured environment that supports every student's well-being – one day, one child at a time. Our objective is to help each student reach his or her full potential by strengthening academic and social skills through an individualized therapeutic and educational program.

In order to best serve students from public schools, we focus our sights on returning students to their local school districts with enhanced confidence, coping skills, abilities and knowledge. We also conduct state testing right at the school, so there is no need to transport the students to another venue.

Westbridge Academy (WBA) Virtual Plan

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 virtual plan we are able to provide what boils down to 4:1 instruction.

The low teacher-student ratio is critical in ensuring access to the requisite educational technology, regardless of it being issued by the school or provided by the student's family. Additionally, Westbridge Academy teachers and staff would be issued mobile phones in order to better support remote learning by offering readily available two-way live communication with students and families to mitigate academic and/or behavioral/emotional lapses.

In order to identify and document students in need of educational technology throughout the school year, the WBA administrative team issues periodic parent/guardian technology access surveys and teachers supplement this effort by documenting all student contacts as they specifically inquire about digital access on a daily basis. The data is compiled and shared with the clinical and administrative teams frequently.

In the event that a student is identified as in need of support our Technology Response Team (TRT) is deployed to identify and rectify the issue. Then, the TRT completes a report for immediate submission to the teacher, clinical team and the administration. All TRT reports are continually reviewed daily until the issue has been entirely rectified.

Concerns about the "digital divide" have been central to the WBA remote learning plan as substantial measures are taken to address the "digital divide." WBA ensures that all staff and

students not only are issued the necessary software and hardware but are also provided training. Additionally, steps are taken to ensure that the internet is available for all WBA students.

Westbridge Academy students will be issued Chromebooks this fall. Internet access will also be made available if it is needed through the use of a hotspot.

WBA is also prepared to offer 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 digital access becomes a learning barrier down the road.

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 2020 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.

Westbridge Academy instructional staff develop 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 via Google Classroom. 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.

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) would 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 virtual 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 would serve as liaison between all stakeholders to ensure that services are implemented in accordance with the IEP.
- Case managers would 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, would be 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 would be 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 would be 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 receives students from all over New Jersey and would continue to offer meals to eligible students at the school.

Length of Virtual Instructional Day (Checklist component #5)

Each WBA student would be 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 virtual plan, 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 via Google Classroom that support the student's individualized education plan in all grade bands. 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 would communicate extensively prior to providing any virtual instruction to students and they communicate extensively after each instructional call is completed. All such communication would be recorded on a daily tracking sheet.

Case Mangers would 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 would be distributed to all WBA staff members in an effort to ensure that while working under the virtual plan, 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/Assistants/Aides and Instructional Specialists):

Lesson planning/creation of DLP activities collaboratively with cooperating staff members (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.

Instructional Specialists:

Under the virtual plan 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: 4 student 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 a data driven assessment and diagnostic tool: I-Ready. 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 virtual plan, "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 guidelines as established by local, state and federal entities.

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:**
  Oversight of instructional program, leadership and staff professional development, WBA curriculum and staff communications IEP coordination, in-service/professional development scheduling, coordinator of K-12 curriculum and virtual curriculum alignment
- **Pupil Personnel Services Supervisor:**
  Assist Executive Director with clinical functions, IEP coordination w/ districts, and supervisor of the clinical department
- **Assistant Director:**
  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
- **Special Education Supervisor:**
  IEP coordination, student discipline, teaching/learning supplies/materials, and DLP curriculum alignment
- **Executive Director:**
  Oversight of the administration, clinical team, manage Office/Business Office functions

Professional Development:

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

WELLE (crisis intervention) training is provided via online modules within Westbridge Academy's Google Professional Development Classroom.

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

NJDOE Teacher Certification mentoring would continue.

Student Attendance plan (Component #6)

Attendance

Under the WBA virtual plan, 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 would take daily attendance through daily check-ins via phone and/or electronically.
- Case managers then would 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 would 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 any recommended and/or required changes as issued by local, state and/or federal entities. Additionally, the building and grounds related maintenance schedule would continue to be in place. Lastly, our custodians are members of the "WBA Re-Opening Planning Team" (Nurse, Custodians, Transportation Supervisor, Principal, Assistant Director and Executive Director) and have been invaluable in the design of a potential plan.

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. Anthony Hadzimichalis

Dr. Anthony Hadzimichalis
Executive Director

Addendum

WBA 2022-2023 Staff Roster

#	Title	Name
1	Teacher's Assistant	Anderson, Nailah
2	Sr. Secretary	Bardi, Joan
3	Teacher of the Handicapped	Bosire, Beatrice
4	Teacher of Students w/Disabilities	Jennifer Celeste
5	Principal/Teacher of the Hanidcapped	Cerniglia, John
6	Music Teacher	Charyn, Griffin
7	Teacher's Assistant	Clerk, Mathew
8	Supervisor - Spec Ed	Coston, Tracy
9	School Social Worker	Coya, Brian
10	Teacher of Students w/ Disabilities	Dango, Matthew
11	Teacher's Assistant	DeLuca Anthony
12	Teacher's Assistant	Faison, Aja
13	Executive Director	Hadzimichalis, Anthony
14	Bookkeeper	Jadeid, Alya
15	Speech/Language Specialist	Jones, Cheryl
16	Art Teacher	Juliano, Alice
17	Assistant Director/Principal	Mathew, Abraham
18	School Social Worker	Miranda, Nicole
19	School Social Worker	Neto, Nicole
20	Teacher of the Handicapped	Nutting, Jennifer
21	Teacher of the Handicapped	Ortiz-Almeida, Sofia
22	Teacher's Assistant	Paul, William
23	School Social Worker / Supervisor	Perrotta, Adriana
24	Teacher's Assistant	Pierre, Olivia
25	PT Attendance Secretary	Raineri, Dinorah
26	Janitor #2	Ramos, Eric
27	Technology Support	Reyes, Emanuel
28	Janitor	Rosario, Luis Jr.
29	Teacher's Assistant	Slavinskiy Victoria
30	Teacher of Students w/Disabilities	Smith, John Jr.
31	Teacher of Students w/Disabilities	Vogel, Alissa
32	School Nurse	Wallach, Alyssa
33	School Psychologist	Walsh, Carrie-Ann
34	Teacher of Students w/ Disabilities	White, Catherine
35	Secretary	Wiggins, Portia
36	Teacher's Assistant	Wilson, Gladys
37	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. Anthony Hadzimichalis**
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	Y	
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. 1,3,6	Y	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan? See p.1	Y	
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	Y	
*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	Y	

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	Y	
*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	Y	
*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	Y	
*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	Y	

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

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	Y	

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	Y	

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	Y	
*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	Y	

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	Y	

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	Y	

Notes on Component 8

Board Approval Component 9

*Is the plan board approved?   √*Yes*   No

Notes on Component 9

Westbridge Academy board approved 08/24/2022.

Posted on Website Component 10

*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website?   √ **Yes**   No

Notes on Component 10

The plan was posted on 08/30/2022 on the Westbridge Academy website.

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)	Y	

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

Shared with all sending districts on 08/31/2022.