REVISED May 30, 2020

Updates made on May 28, 2020 are highlighted in green

Updates made on May 30, 2020 are highlighted in blue

CONTACT INFORMATION

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Component 1 Equitable Access to Instruction Question(s)	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
Does the plan include equitable access to instruction for all students?	Yes		Teachers and other members of the certificated staff create lesson plans for their classes. They then upload the lesson plans to their webpages on OnCourse. Teachers continue to develop and post new lessons in 5 and 10 day blocks as the mandated closure continues. Teachers develop supplemental materials for students who want to learn more and work ahead as well those who need additional practice. Each lesson has a standards-based objective, assignment and an assessment. Four hours of class time is counts as a day of school. Having said this, lessons are designed so that a student spends about this amount of time per day. If a student has 5 or 6 classes per day, then each lesson, the associated assignments and assessment will take about 40 – 58 minutes at longest. The OnCourse platform works on a cell phone so a student does not absolutely need a computer, tablet or laptop to access the lessons. Every teacher and student has a school email so they communicate via these emails. The district website has been updated to make the teacher webpages easy to find. Instructions are provided to students and parents so that they can easily find the online resources. Everything is consolidated into one place on the website under the "e-learning" icon. Teachers actively monitor their webpages and emails for at least 4 hours per day. The expectation is that this will take place for several hours in the morning and then again in the late afternoon or early evening. Teachers review completed assignments, grade assessments, email students and parents as well as provide feedback to students. These "Office Hour" tasks take about two hours per day.
Does the plan include an overall demographic profile of your district, including student counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and	Yes		These numbers change from day to day. The following data is the estimate for as of March 13, 2020.

Number of Pre-School Students: 82
Number of Homeless Students: 125 included DCPP placements.
Number of low socioeconomic (LSE) Students: 1,020
Number of Students with Disabilities: 336 |

Component 1 Equitable Access to Instruction Question(s)	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
English Language Learners (ELLS)?			Number of English Language Learners: 19 Arabic, 6 Haitian, 3 Urdu and 55 Spanish. The teachers who normally provide supplemental instruction will continue to do so and will check in via telephone during the school closure.
Does the plan ensure that all students with their varied and age-appropriate needs, are addressed through the plan?	Yes		Lessons were developed by the classroom teachers for their students. Instructional Aides (Preschool, Kindergarten, Basic Skills, Special Education, One-on-One, etc.) make calls to the parents of the students that they normally serve in order to offer assistance, determine how they are doing with the digital learning/hard copy packets. These repeated calls help assure that learning continues during this prolonged closure. The Athletic Trainer, School Nurses, Guidance Counselors, Members of the CST, etc. take work home in order to update paperwork and records. They also reach out to parents in order to check in on important items such as illnesses, IEPs, athletic injuries, college applications, etc.
Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?	Yes		On March 12, 2020 we surveyed the students to determine how many have Internet access and a device at home. The results are: Access No Access Paulsboro Junior-Senior High School 363 102 Loudenslager Elementary School 250 67 Billingsport Early Childhood Center 294 65 As outlined above: • The plan includes online lessons for students with access to Internet and a device. The OnCourse platform works on a cell phone if that is the only device the student has. • The plan includes hard copy packets of the same lessons for students who do not have access to Internet or a devise. The students may submit the packets daily when they pick up their breakfast and lunch.

Component 1 Equitable Access to Instruction Question(s)	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
*Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?	Yes		93% of the resident of Paulsboro (DFG "A") are considered low income. As a result, as outlined above, there is a significant digital divide. Many families do not have Internet access or devices. Those who do have the technology may be sharing limited technology resources between the parents and many children. This makes it difficult for any one individual to have enough time online to complete digital learning activities. We are also learning that many students are using all of the available data well before the end of the month. The information above explains how, during the current mandated school closure, the district is making accommodations for those students who do not have access to the technology needed to learn online. The administration is currently examining how it can use **CARES Act** funding and other grants to become a one-to-one district. The goal is to place a device with Internet access in the hands of every student. Needless to say, this will be a multi-year initiative.
Notes on Component 1			

Loudenslager Elementary School (all students in Grades 3-6) had an emergency closing on November 4,5, and 6, 2019. The closing was the result of the ceilings on the second floor of the building becoming unstable. This created a potentially dangerous situation. This was immediately reported to the Executive County Superintendent who swiftly conducted an in-person inspection of the building. All other students in the district continued to attend school on November 4, 5, and 6, 2019.   In order to make-up the three school days, the students in Grades 3-6 were scheduled to attend school on April 6,7, and 8, 2020. During this time all other students would be on Spring Recess.

During the current mandated school closing in response to COVID-19, the students in Grades 3-6 continued to "attend school" remotely and via hard copy learning packets. All other students in the district will be on Spring Recess on April 6,7, and 8, 2020. Only, the students in Grades 3-6 will be required to participate in online and hard copy packet learning on April 6, 7 and 8, 2020. As a result, these students will have "made-up" the days missed on November 4,5, and 6, 2019.

Component 2 Addressing Special Education Needs Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
Does the plan address the provision of appropriate special education and related services for students with disabilities?	Yes		Please see "bulleted" responses below.
• Does the plan include adapted materials and assignments to meet student needs?	Yes		Lessons are developed by the classroom teachers for their students. These lessons include the same type of modifications and accommodations as per the IEP. Most of the lessons for the students with disabilities have hard copy materials which are adapted for each student.
• Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled?	Yes		All meetings scheduled to occur during the closure will be rescheduled as quickly as so that they take place online via appropriate teleconference platform. The Supervisor of Special Services, CST members and teachers are available if there is a need to address an urgent situation during the closure. If need be, members of the CST will provide these service on an individual basis in the Administration Building.
• Does the plan include communication with all parents, including those of students in out-of-district schools and contracted providers (e.g., Head Start and private preschool providers), in their native language?	Yes		All parents including those who are homeless and with children in an out of district placement have been added to the Phone Blaster system so that they will receive the same information as other parents.

Component 2 Addressing Special Education Needs Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
• Does the plan consider the needs of students who are medically fragile?	Yes		At this point in time, there are no medically fragile children attending school in Paulsboro. It is unlikely that out of district schools will be open if the public schools are ordered to close. If an out of district school is open, then the Paulsboro Public Schools will provide transportation for these students. All out of district schools serving Paulsboro children have been contacted. They have agreed to continue instruction for the students even if they have a prolonged school closure.
• Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined?	Yes		Counseling services will be "doubled up" when schools reopen. Services such as Occupational Therapy and Physical Therapy will be provided by "doubling up" sessions immediately following the closure. Initially, speech services will be provided via packets developed by the Speech-Language Pathologist. These materials are being sent home with other learning materials by the classroom teacher. The district has now contracted with GCSSSD to provide speech-language services via teletherapy. Members of the CST and Supervisor of Special Services are available during the closure to address urgent needs. Parents of students receiving related services were contacted so that they know how to obtain information during the closure.

Component 2 Addressing Special Education Needs	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
Question			
• Does the plan include communication with out-of-district schools where district students are attending including what will happen if the district is closed and the school is not?	Yes		The case manager for students in out of district schools contacted the principal/teacher/CST or other person to coordinate services. It is unlikely that out of district schools will be open if the public schools are ordered to close. If an out of district school is open, then the Paulsboro Public Schools will provide transportation for these students. This most likely will apply to schools such as LARC and HollyDell.
• Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close?	Yes		It is unlikely that out of district schools will be open if the public schools are ordered to close. If an out of district school is open, then the Paulsboro Public Schools will provide transportation for these students. This most likely will apply to schools such as LARC and HollyDell. The district Transportation Secretary will maintain contact with out-of-district schools as needed.
Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	Yes		Lessons for students with disabilities will be provided via OnCourse and in hard copy just as is being done for their non-disabled peers. Teachers will continue to create and print learning packets. These learning packets are instructional level specific and maintain IEP integrity. Packets are available for parent/ student pickup at each of the three district school buildings timed to coordinate with the breakfast/ lunch pickup daily. Teachers and aides also conduct phone conferences and check ins, assignments are emailed to the parent/student, and Zoom meetings are utilized as well to remain connected.
*Does the plan address methods to document IEP	Yes		Extended time for work submission and differentiated packets as per IEP determined modifications. Implementation tracked via progress reporting and contact logs by Child

Component 2 Addressing Special Education Needs	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
Question			
implementation including the tracking of services, student progress as well as provision of accommodations and modifications?			Study Team, classroom teachers and aides. Child Study Team case managers and teachers conduct regular contacts with parents and students. The Instructional Aides assigned to a given class or student also make regular contact with parents. Contact logs are maintained by the aides by adding notes in Genesis.
*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	Yes		The Child Study Team case managers conduct ongoing and regular phone calls, email contacts, and video conferences when able to maintain contact and assess student progress.
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	Yes		IEP meetings are conducted primarily by phone conferencing due to the technology divide and inaccessibility of the families to possess bandwidth capable of video conferencing. The Child Study Team / IEP team has utilized the service provided through freeconferencecal.com to allow parents, teachers, CST members, and related service providers to collaborate with the parent in real time to create an appropriate educational plan. Evaluation plan meetings and re-evaluation plan meetings are also occurring via phone conferencing. It should be noted however that the Paulsboro Public Schools is not currently evaluating any student due to the Governors school closure order. These assessments cannot be accurately or reliably conducted until it is determined it is safe to do so through the State of New Jersey.

Plan Component 3 Addressing ELL and Bilingual Needs Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELL)?	Yes		This was an area of concern even before the mandated school closure caused by the COVID -19 outbreak. The district was working under a waiver granted by the New Jersey Department of Education. The number of ELLs in the district is as follows: 19 Arabic, 6 Haitian, 3 Urdu and 55 Spanish. The district currently pays a stipend to two teachers who are fluent in Spanish to provide supplemental services to the ELLs. The service provided is primarily assistance with homework assigned by their general education teachers. In some cases, the general education teachers ask the ELL provider to reteach a specific skill for a given child.
*Does the plan contain how the district communicates with ELL families, including translated materials and directions?	Yes		The teachers providing ELL services make themselves available to parents if translation services are needed. In addition, they attend parent –teacher meetings, IEP meetings, etc. to provide translation services. During these meetings, the ELL teacher also provides input to help insure that education programs match the student's needs. In many cases, a family member attends meetings in order to translate for other members of the family and school staff. The school staff also uses online programs such as Google Translate and Class Dojo to translate school work, messages to parents, etc. into the family's native language. In many cases, the teachers use software such as Google Translate to prepare differentiated assignments and learning materials for the ELLs. In some cases, teachers provide time for students to use an online program to learn English. In as much as is possible, these same services are being provided while the students are learning remotely but it is most certainly not an area of strength. The 2020-2021 school budget includes the funding needed to hire a fulltime ELL teacher.

Plan Component 3 Addressing ELL and Bilingual Needs Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?	Yes		The response to this question is similar to that given for the preceding question. The fact is, that many of the students do not have access to the technology needed. It should be mentioned that the district uses the Pearson Math and Language Arts series. These series have a component that translates some of the material into languages other than English.
Notes on Component 3			
None at this time			

Plan Component 4 Safe Delivery of Meals Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
*Does the plan contain how the district will provide continued safe delivery of meals to students?	Yes		The Paulsboro Public Schools began providing bagged grab and go breakfast and lunch on Tuesday, March 17, 2020. Meals are served between 9:00 AM and 10:00 AM on Mondays thru Fridays at each of the district schools. As students walk or their parents drive them to the school, the bagged grab and go meals are placed on a table at kiosk outside of the school by a cafeteria worker. The cafeteria worker steps back before the youngsters pick up their meals in order to maintain social distancing. The number of meals served is recorded at the point of service. Students never enter the buildings. Students may pick up their meals at the building most convenient for them. The district continued meal service during Spring Recess. The grab and go meals are prepared in the same facilities and by the same cafeteria staff as during normal school operations. Prior to being picked up, the meals are kept in insulated containers to maintain food safety. As warm weather approaches, refrigerators have been moved to the service areas to maintain food safety. Crossing Guards are on duty between 8:30 AM and 10:30 AM. When students arrive for their meals they also drop off completed learning packets, pick up graded packets and pick new learning packets. Students on homebound/bedside instruction may request that the meals be delivered to their homes. The district delivers grab and go meals on a daily basis to homeless students who are residing in housing outside of the district. Learning packet drop off and pick up also takes place via the couriers on a daily basis.

Plan Component 4 Safe Delivery of Meals Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
			The district is approved to use the Seamless Summer Option (SSO) to continue meal service through June 30, 2020. One challenge may be that the municipality may not be able to continue Crossing Guard service. The district is currently completing the application to operate a Summer Foods Program. Between March 17, 2020 and May 13, 2020 the district served 21,664 meals or 528 meals per day.
Please outline the SFA's method(s) for meal distribution, including meal content and meal county and claiming procedure.	Yes		A kiosk is set up at each school for the purpose of distributing meals as well as collecting and distributing hard copy paper and pencil assignments. Parents with children in different schools can go to the building most convenient for them to obtain the "grab and go" meals for all of their children. The kiosk operates between 9:00 AM and 10:00 AM daily. Crossing guards are on duty between 8:30 AM and 10:30 AM. The district uses school buses/vans as courier vehicles to deliver meals to students who are homeless and living in other communities. The bus drivers and aides also collect and distribute assignments as needed. Children on homebound/bedside instruction report to the school closest to them to obtain meals as well as handle assignments. If they are too ill to go to the school, school buses deliver meals and assignments to their homes.
If the SFA plans to provide meals for multiple days, please outline the plan.	Yes		Meals are distributed on a daily basis.
Include how all food safety requirements will be met.	Yes		Meals are prepared in the same facilities and by the same people as always. Appropriate refrigeration is used at the food distribution kiosks.

Plan Component 4 Safe Delivery of Meals Question	District Yes or No	County Yes or No	**Explanation of How the Plan Addresses the Component**
Notes on Component 4			

Per the New Jersey Department of Agriculture, District should provide the following information in their plan so it can be passed on to the New Jersey Department of Agriculture in the event the pending waiver request before the United States Department of Agriculture is granted.

SFA Name: Paulsboro Public Schools

Agreement #: 01504020

Date Meal Distribution will begin: 3/17/2020

Date Meal Distribution will end: 3/27/20 (Subject to change)

Schools/Site where distribution of meals will take place: Billingsport Early Childhood Center, Loudenslager Elementary School, Paulsboro

Junior High School and Paulsboro Senior High School

Meals to be claimed for reimbursement per day: 1,200 (up to two meals, or one meal and one snack, per child per day)

Plan Component 5 Length of Virtual or Remote Instruction Day Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible?	Yes		Teachers and other members of the certificated staff create lesson plans for their classes. They then upload the lesson plans to their webpages on OnCourse. Teachers continue to develop and post new lessons in 5 and 10 day blocks as the mandated closure continues. Teachers develop supplemental materials for students who want to learn more and work ahead as well those who need additional practice. Each lesson has a standards-based objective, assignment and an assessment. Four hours of class time is counts as a day of school. Having said this, lessons are designed so that a student spends about this amount of time per day. The OnCourse platform works on a cell phone so a student does not absolutely need a computer or laptop to access the lessons. Every teacher and student has a school email so they communicate via these emails. The district website has been updated to make the teacher webpages easy to find. Instructions are provided to students and parents so that they can easily find the online resources. Everything is consolidated into one place on the website under the "e-learning" icon. Teachers actively monitor their webpages and emails for at least 4 hours per day. The expectation is that this will take place for several hours in the morning and then again in the late afternoon or early evening. Teachers review completed assignments, grade assessments, email students and parents as well as provide feedback to students. These "Office Hour" tasks should take about two hours per day.
•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	Yes		Please see response to the first question in this Component. In as much as possible, the content of the lessons at all levels is the same as would have been presented if schools were not closed. Learning packets are quarantined for approximately a week before being exchanged between students and teachers and teachers and students. Unfortunately, this delays feedback to students but, on the other hand, prevents the transfer of COVID-19.

Plan Component 5 Length of Virtual or Remote Instruction Day Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
learning to the greatest extent possible.			In most cases, students have the opportunity to interact with their teacher(s) on a weekly basis via an online platform such as Zoom.us. Many teachers create video lessons as mentioned below. Pre-School: The teachers are providing online lessons using various platforms such as SeeSaw, Loom, Zoom, etc. The majority of the instruction is being provided by use of hard copy learning packets because the students are more comfortable with this format. K-2: The teachers are providing many online lessons using various platforms such as SeeSaw, Loom, Zoom, etc. Many students feel more comfortable with hard copy learning packets so they are provided to any student who requests them even if they have the technology to access the online lessons. 3-6: The vast majority of instruction at this level is being provided via online lessons delivered via SeeSaw, Loom, Zoom, etc. Hard copy learning packets are provided for students who don't have the technology needed to access the online materials. 7-12: Four hours of class time counts as a day of school. Having said this, lessons are designed so that a student spends about this amount of time per day. If a student has 5 or 6 classes per day, then each lesson, the associated assignments and assessment will take about 40 – 58 minutes at longest. In all cases, students may drop off complete learning packets between 9:00 AM and 10:00 AM daily at the school they normally attend. At the same time, they can pick-up new learning materials as well as learning packets that have been graded by their teachers. Breakfast and lunch are available at the same times and places.

Plan Component 5 Length of Virtual or Remote Instruction Day Question	District Yes or No	County Yes or No	**Explanation of How the Plan Addresses the Component**
		Note on Component 5	

Based on comments from parents, the online and hard copy learning materials take longer to complete than the teachers originally estimated. As the mandated closure continues, lessons are being adjusted in response to parent feedback.

Paulsboro Schools Remote Learning Help and Tips is a Facebook group for parents. The Facebook group was created and is monitored by a parent group. This site is very helpful for parents seek help and information during the mandated closure. It is also very useful for school officials when they need to provide information to parents. By illustration, principals alert parents via the Facebook group when new learning packets are ready. Another illustration is that the Superintendent uses the Facebook site to provide his Frequently Asked Questions (FAQ) to parents and students. Information from the Superintendent is also posted on the district website, Facebook and Twitter.

In consultation with the Director of Technology, a survey for families is being created to determine levels of home access to technology and the Internet.

Component 6 Attendance Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
*Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?	Yes		The following information was distributed to every employee of the Paulsboro Public Schools via a FAQ from the Superintendent. **When will the presentation of new content end?** We must have 180 days of instruction so the last day of classes will be Monday, June 15th. The administration is suggesting that teachers stop presenting new materials on or about June 1st. Beginning on June 2nd, lessons should be enrichment activities, review activities and/or previews of content for the next school year. Any assignments for these activities need not be included in the fourth marking period grade. **Will students be retained at grade level?** We must follow the district policy on Retention at Grade Level. The principals will review this policy with teachers considering requesting that a student be retained at grade level. As we prepare for the 2020-2021 school year, we will need to modify content and instruction to compensate for disruption to learning that was caused by quickly switching to remote instruction for three months as a result of the mandated school closure. Frankly, I think that we will be making adjustments to the curriculum and instruction for the next several years until the students have "recovered" from this terrible national challenge. Therefore, we should be extremely flexible and seek ways to promote rather than retain. **When should a student be marked absent?**

Component 6 Attendance Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
			A student should only be marked absent in extreme cases when they are not completing any work. Remember, there are students who come to class every day and do little work. They are still marked present. On the other hand, they earn low or failing grades. Bottom line: Students who do not complete work are contacted by a member of the school staff. This contact is followed up with a letter. If a student completes some of the assigned work, they are marked present and issued a grade appropriate for the amount and quality of the work completed. If they do not complete any of their work, they are marked absent and issued a failing grade of 50%
*Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?	Yes		Teachers, instructional aides and principals have been and continue to make telephone calls to parents of students who are not participating in either online learning or hard copy learning packets. During these calls, school personnel ask parents what can be done to help the student participate in remote/hard copy learning packet learning. They also stress the need to participate in order for the student to learn and achieve passing grades. The district Attendance Officer also makes home visits when necessary to determine the status of a student. The Superintendent regularly distributes Frequently Asked Questions (FAQ) to parents and students. He also sends phone blaster messages to more than 1,400 people. The FAQs and phone blasts include the following information: • **What happens if a student does not complete online assignments and/or learning packets?** Students must complete the online learning activities and/or the learning packets. If a student does not complete the learning activities, there will be two outcomes: 1) The student will be considered to be absent. 2) The student will receive a failing grade."

Component 6 Attendance Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
			• Commendations to the vast majority of our students who are completing their school work during this mandated closure. Unfortunately, some students are not keeping up with their school work. Students must complete their school work online or using learning packets. Students who do not complete school work will be marked absent and receive a failing grade. Once again, thank you for your extra effort, hard work and patience during this mandated school closure.
Notes on Component 6				

Loudenslager Elementary School (all students in Grades 3-6) had an emergency closing on November 4,5, and 6, 2019. The closing was the result of the ceilings on the second floor of the building becoming unstable. This created a potentially dangerous situation. This was immediately reported to the Executive County Superintendent who swiftly conducted an in-person inspection of the building. All other students in the district continued to attend school on November 4, 5, and 6, 2019.   In order to make-up the three school days, the students in Grades 3-6 were scheduled to attend school on April 6,7, and 8, 2020. During this time all other students would be on Spring Recess.

During the current mandated school closing in response to COVID-19, the students in Grades 3-6 will continue to "attend school" remotely and via hard copy learning packets. All other students in the district will be on Spring Recess on April 6,7, and 8, 2020. Only, the students in Grades 3-6 will be required to participate in online and hard copy packet learning on April 6, 7 and 8, 2020. As a result, these students will have "made-up" the days missed on November 4,5, and 6, 2019.

Component 7 Facilities Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
*Does the plan contain an outline of how the buildings will be maintained throughout this extended period of closure?	Yes		Custodial, maintenance and grounds staff are identified in this plan as "Essential Employees." As such, they continue to work throughout the mandated school closure. These staff members maintain social distance from one another and wear personal protective equipment (PPE). One important task of the custodial staff is to clean and disinfect those areas of the schools that are still in use such as food preparation areas, food distribution areas, offices and spaces used to organize/distribute/quarantine hard copy learning materials. The buildings and grounds employees are making repairs to the schools, painting classrooms and hallways, organizing storage areas, etc. They are also doing much of the work considered to be "summer cleaning." Having said this, the buildings should be in even better shape than normal when they reopen for in-person instruction.
Notes on Component 7			

The district is taking the opportunity to complete major repair projects during the mandated school closure. Two examples of these projects are: 1) Replacement of the ceilings in all rooms on the second floor of Loudenslager Elementary Schools. The rooms have been out of service since November 6, 2019 when it was discovered that the plaster ceiling may have become unstable. 2) Replacement of the ceiling in the auditorium of Paulsboro High School. This room has been out of service since August 2017 when a major leak during a rainstorm damaged the plaster ceilings. Both of these projects will be complete prior to September 1, 2020.

Another project that is underway is the repurposing of the Loudenslager Elementary School library/media center into a combined STEAM Maker Space and library/media center.

Component 8 Summer Programming	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
Question			
*Does the plan contain a preliminary outline for the provision of summer services, including: • Extended School Year (ESY) for students with disabilities including how ESY will be delivered • 21st Century programs • Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery • Assessments of learning loss and an initial plan for potentially addressing learning loss • STEM or other programs using reallocated grant funds • Title 1 extended learning programs	Yes		**Extended School Year (ESY) for students with disabilities including how ESY will be delivered**: The Paulsboro Public Schools is planning to conduct in-person ESY at this time as has been done in past years. The anticipated dates are July 1 to August 4 2020. This plan for in-person ESY is contingent on direction from the Governor of New Jersey and the New Jersey Department of Education. In the event that the mandated school closure extends through the summer of 2020, the Paulsboro Public Schools will conduct remote ESY in the same manner as the current remote learning with instruction and related services. **21st Century programs**: There were no 21st Century programs scheduled to take place during the summer of 2020. **Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery**: Seniors are being graded and attendance recorded as explained earlier in this plan. Students who fail courses needed for graduation and those with poor attendance can, as always, recover the credit during Credit Completion School. The Credit Completion School will utilize the a vendor that provides this type of service or Paulsboro teachers using Google Classroom. **Assessments of learning loss and an initial plan for potentially addressing learning loss**: Teachers are grading students, recording attendance, considering retentions at grade level and learning loss that may have taken place as a result of rapidly switching (without experience) from in-person to remote learning. The administration is currently preparing to offer a summer "compensatory education" program in order to minimize the learning loss and summer lag in this unique situation. As was explained for ESY above, the format of this program will depend on Governor Murphy's decision to re-open schools for in-person learning.

Component 8 Summer Programming Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
• Any preliminary plans for Class of 2020 graduation ceremonies			What is clear, with or without summer school, is that the beginning of the 2020-2021 school year will be very different than any time in the past. Students will return to school at a point in their learning that will, most likely, be behind normal expectations. The administration is considering ways to compensate for the prolonged school closure including wide-scale looping. The students' current teacher has the best understanding of student learning at this point. It seems beneficial for them to stay with these youngsters into the next school year. **STEM or other programs using reallocated grant funds**: There were no STEM or other programs scheduled to take place during summer of 2020. **Title 1 extended learning programs**: Please see the response to "Assessments of learning loss and an initial plan for potentially addressing learning loss" above. **Any preliminary plans for Class of 2020 graduation ceremonies**: Paulsboro is fortunate that three professional videographers and a public relations/media specialist have volunteered their services to produce an online Commencement Ceremony. Planning is well underway and "filming" will begin very soon. If the ban is lifted on in-person gatherings, the district will switch back to the traditional ceremony. The virtual Commencement is being edited at this time (May 28, 2020). It will premiere at 6:30 PM on Monday, June 15, 2020 on YouTube. A modified outdoor in-person Commencement will take place throughout the day on Tuesday, July 7, 2020 (Rain date July 8, 2020). Students and family members will report to the school in ½ hour time slots. Each time slot will include no more than 10 students. Groups will be staged in specific areas and will follow all social distancing protocols.

Component 8 Summer Programming Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
			Each group will move to the stadium to receive their diplomas. Each student's name will be called, they will pick up their diploma after the Principal lays it on a table, they will then face their family and turn the tassel while their photograph is taken. The President of the Board of Education and Superintendent will acknowledge their graduation by bowing from a social distance. Students and families will then return to their staging area/parking area and depart school grounds. This process will be repeated 8 times until every students has received his/her diploma.
Notes on Component 8			
During in-person Commencement a room (with an internal toilet room and kitchen) with direct access to the outdoors will be used as a break area for Class Advisors, security personnel and administrators working at the activity. PPE and social distancing will be used at all times.			

Component 9 Board Approval	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
Question			
*Is the plan board approved?	Yes		Enter Date (mm/dd/yyyy): 05/26/2020 At that time, the Board of Education authorized the Superintendent to make changes to the plan as needed so that it remains current, accurate and complies with New Jersey rules.
Notes on Component 9			
None at this time.			

Component 10 Posted on Website Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website	Yes		Enter Date (mm/dd/yyyy): 05/27/2020
Notes on Component 10			
None at this time			

Plan Component 11 Essential Employees Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
*Does the plan contain a list of essential employees by job title.	Yes		• Cafeteria Workers - 6 people • Cafeteria Supervisor – 1 person • Bus Drivers – 2 people • Bus Aides – 2 people • Custodians – 13 people • Maintenance Worker – 1 person • Grounds Keeper – 1 person • Supervisor of Facilities – 1 person • Principals - 3 people • Assistant Principals – 2 people • Secretaries – 10 people • Computer Technicians – 2 people • Director of Technology – 1 person • Director of Curriculum, Instruction and Assessment – 1 person • Supervisor of Special Services – 1 person • Business Administrator/Secretary to the Board of Education – 1 person • Superintendent of Schools – 1 person ▪ School Nurses – 3 people ▪ School Physician – 1 person ▪ Athletic Trainer – 1 person ▪ Members of the CST – 5 people ▪ Guidance Counselors – 2 people ▪ District Library/Media Specialist – 1 person ▪ Teachers preparing for online Credit Recovery Summer School – 10 people ▪ Teachers preparing to complete curriculum writing projects. -8 people

Plan Component 11 Essential Employees Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
• Does the plan identify essential personnel including role, workstream and duties including how many individuals for each category.	Yes		NOTE: Employees who are working onsite are aware of Social Distance considerations and establish work stations that maintain appropriate distances from coworkers. Essential employees are wearing masks and gloves. NOTE: Needless to say, any employee who feels ill should not report to work until they have recovered.
• What are the expectations for teachers, aides and other members of the certificated staff who will be working remotely.	Yes		**What are the expectations for teachers during the mandated school closure?** Teachers monitor their websites and emails carefully in the morning and again in the late afternoon or early evening. They respond to emails and evaluate assignments as quickly as possible. Teachers contact the building principal and/or secretary as needed to submit additional learning packets and check on the status of assignments that have been submitted in hard copy. Teacher continue to develop new lessons in the event that the closure lasts longer than two weeks. Teachers create enrichment materials for students who want to work ahead or need additional practice. All of this work is completed remotely. **What will Instructional Aides (Preschool, Kindergarten, Basic Skills, Special Education, One-on-One, etc.) do during the school closure?** The principal assigned specific students to these staff members. The Aides make calls to the parents of theses student to offer assistance, determine how they are doing with the digital learning/hard copy packets. These repeated calls will help assure that the learning continues during this prolonged closure. All of this work is done remotely. **What will professionals such as the Athletic Trainer, School Nurses, Guidance Counselors, and Members of the CST do during this closure?** These staff members take work home in order to update paperwork and records. They reach out to parents in order to check in on important items such as illnesses, IEPs, athletic

Plan Component 11 Essential Employees Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
• Number of staff members, category of employee and duties of Essential Staff who will be working in the schools during the mandated school closure.	Yes		**How will the technology staff maintain the network and respond to users during the school closure?** Three Staff Members - The members of the technology staff established a schedule of times when each person will monitor the network, be on call, resolve problems and answer user questions. Because three people are on the schedule, at least one member of the technology staff will be on "duty' remotely. The members of the technology staff will be present on campus when the situation requires this. The on-campus presence will be primarily to work on hardware problems, maintenance and upgrades. The members of the technology staff created a "Help Desk" email for users to contact if they need assistance. The email provides to all employees of the Paulsboro Public Schools. **What will the cafeteria staff do on a daily basis?** Approximately 6 staff members - The Nutri-Serve Supervisor determined how many staff members are needed and the work hours required to prepare and serve breakfast and lunch on a daily basis. Work hours are from about 8:00 AM – 11:00 AM. The Supervisor gave preference to the members of the cafeteria staff who are employees of the Board of Education. **What tasks are being completed by the Bus Drivers and Bus Aides?** Four employees - The Bus Drivers and Bus Aides deliver meals to students who are homeless and living in other communities. They also dropout and pickup learning packets as needed to these children. **What tasks will the custodial, maintenance and grounds keepers complete during the mandated school closure? When will they work?** Approximately 15 employees - The Supervisor of Facilities established the work schedule the members of the support staff. He also provided the employees with the list of tasks to be completed on a daily basis. These tasks prioritize deep cleaning the buildings, making needed repairs, and working outside on grounds maintenance. Tasks are assigned to

Plan Component 11 Essential Employees Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
			individual members of the staff so that they will not be working in close proximity to one another. **When will the school offices be open, who will be present and what hours will they work?** Four Employees - At Billingsport Early Childhood Center (2 employees) and Loudenslager Elementary School (2 employees), the principal and secretary will be onsite from 8:30AM until at least 10:00AM when meal service ends. They will remain onsite until duplication of learning packs is complete for the day. As needed, the elementary school principals may call upon the high school or central office staff to cover the building and assist with preparation of learning packets. Mr. Browne will contact Mr. Giovannitti and Ms. Giovannitti if additional assistance is needed at LES. Ms. Morris will contact Mr. Pandolfo and Ms. Cucinotta if additional assistance is needed at BEEC. Two Employees - At Paulsboro High School, at least one administrator and one secretary will be onsite from 8:30AM until at least 10:00AM when meal service ends. They will remain onsite until duplication of learning packs is complete for the day. The Paulsboro High School Principal developed a schedule for the secretarial and administrative rotation. The Paulsboro High School Principal can reach out to Central Office staff members if additional assistance is needed. During the remainder of the day, principals and building secretaries will work remotely using their school computer that is set up to access the district network. **What hours will the Administration Building be open and who will staff it?** Nine Employees - Each administrator will establish the onsite work schedule for themselves and their secretarial staff. The goal is to be onsite only when an important task cannot be completed remotely. When not on campus they will work remotely using their school computers that are set up to access the district network. Each team

Plan Component 11 Essential Employees Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
			established the priority tasks to be completed remotely. They update the Superintendent on a regular basis about progress.
Notes on Component 11			
Beginning on June 8, 2020, two or three teachers will be permitted to enter each school for approximately ½ hour. They will collect personal items, secure confidential school records, remove food from the room, etc. PPE and social distancing will be used at all times.			

Component 12 Sharing Question	District Yes or No	County Yes or No	Explanation of How the Plan Addresses the Component
*Was the plan shared with all sending districts?	Yes		Enter Date (mm/dd/yyyy): 05/27/2020
Notes on Component 12			
None at this time			

Addendum
To
The Paulsboro Public Schools Health-Related School Closure Plan
May 26, 2020
Revised May 28, 2020
Changes Highlighted in Green

List of Essential Employees

- Cafeteria Workers - 6 people
- Cafeteria Supervisor – 1 person
- Bus Drivers – 2 people
- Bus Aides – 2 people
- Custodians – 13 people
- Maintenance Worker – 1 person
- Grounds Keeper – 1 person
- Supervisor of Facilities – 1 person
- Principals - 3 people
- Assistant Principals – 2 people
- Secretaries – 10 people
- Computer Technicians – 2 people
- Director of Technology – 1 person
- Director of Curriculum, Instruction and Assessment – 1 person

- Supervisor of Special Services – 1 person
- Business Administrator/Secretary to the Board of Education – 1 person
- Superintendent of Schools – 1 person
- School Nurses – 3 people
- School Physician – 1 person
- Athletic Trainer – 1 person
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