New Jersey Department of Education (NJDOE)
Checklist for Emergency Preparedness Plans

New Jersey Department of Health (NJDOH) guidance identifies school closure as a potential strategy to limit transmission within a community. In the event that a district or charter school, in collaboration and consultation with its local health agency, determines that it is in the best interests of students and staff to close individual schools or the entire district, the district or charter school may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, and/or any other means developed by the district to meet the needs of all students in the district. Any day in which all students impacted by a public health-related school closure have access to home instruction services provided in alignment with this guidance will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in N.J.S.A. 18A:7F-9.

County: Middlesex

District: South Brunswick

Chief School Administrator: Scott Feder

Phone Contact: 732-484-8213

<table>
<thead>
<tr>
<th>Equitable Access to Instruction Plan Component 1</th>
<th>Mark Yes or No</th>
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<tbody>
<tr>
<td>Does the plan include equitable access to instruction for all students?</td>
<td>Yes</td>
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<tr>
<td>Does the plan include an overall demographic profile for your district, including students counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs)?</td>
<td>Yes</td>
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<tr>
<td>Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan?</td>
<td>Yes</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
<tr>
<td>*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?</td>
<td>Yes</td>
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Notes on Component 1

South Brunswick has the following plan for distance learning which was implemented beginning March 12, 2020:

- We have prepared for all students to receive daily instruction for upwards of 4 hours per day.
  - Both the Middle Schools and High School will continue with currently daily instruction remotely using Google Classroom as the platform for instruction. This includes ELL, LSE, and Students with disabilities. [MS Expectations MS Plan HS Expectations HS Plan]
  - At the elementary level, we acknowledge that the district is not 100% using platforms like Google Classroom especially at the younger levels. Therefore, we have established plans for
continued instruction that would be accessible via any device and can be completed digitally or in a packet form. See details here to the plan. The Google Site for elementary learning can be accessed at this link. Please note that there is learning for ELL on this site as well. Our Special Education students in elementary are using this link.

- All our homeless students are included in this remote learning and we have even given out devices to those that need them or packets for younger students.
- We have determined a plan for taking staff attendance on a daily basis. See this link.
- We have a plan for tracking student attendance and registrations during this time. See this link.
- Technology at home was given consideration and through teacher and student survey, we identified those that needed devices. We offer weekly opportunities to have families come pick up devices. To date, we have distributed over 500 devices. See sample distribution form here.
- When we started, we had one device per family, but as time passed, we adjusted to now accommodate all students that need a device as there has been an uptick in the need for devices. Devices are distributed and serviced two days each week. We continually obtain data regarding students' home Internet access and device accessibility and work with families to provide resources as needed i.e., assisting families who need wifi and connecting them to outside agencies.

<table>
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<tr>
<th>Addressing Special Education Needs Plan Component 2</th>
<th>Mark Yes or No</th>
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<tr>
<td>Does the plan address the provision of appropriate special education and related services for students with disabilities?</td>
<td>Yes</td>
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</table>

**Suggestions for consideration:**
- Does the plan include adapted materials and assignments to meet student needs?
- Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled?
- 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?
- Does the plan consider the needs of students who are medically fragile?
- Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined?
- 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?
- Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close?

*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?* Yes

*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?* Yes

*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?* Yes
During health-related school closure, SBSD is addressing the provision of appropriate special education and related services for students with disabilities by giving careful consideration to the areas bulleted below and by following all guidance available from the federal and state department of education, US Office of Civil Rights and the NJ Office of Special Education. Additionally, all students with special education needs have a case manager and minimally one special education teacher maintaining regular contact, supporting access to remote instruction, and individualizing the educational program, as necessary, to the greatest extent possible.

- Special education teachers and case managers are providing equitable access to remote instruction work assignments and ensuring students receive individualized services to the greatest extent possible. If it is necessary to obtain adapted materials, the case manager will work with the special education supervisor to obtain/create/order the needed materials.
- Child Study Teams are holding Virtual/Phone Individualized Education Program (IEP) Meetings, including, Initial Identification Meetings, Eligibility Meetings where evaluations were completed prior to school closure, parent-requested IEP Review Meetings, and Annual Review Meetings. Reevaluation Planning Meetings and Eligibility Meetings where evaluations were not completed prior to school closure will be scheduled upon school re-opening when it is determined safe to conduct necessary face-to-face evaluations. If reevaluations or initial evaluations can be completed remotely via functional assessments, telehealth evaluations, and/or record reviews, the district will proceed with the evaluation process to the greatest extent possible.
- Case managers are maintaining regular contact and communication with all parents/guardians, including parents of students in out-of-district schools. If parents/guardians are not accessible, case managers are sending home a Written Notice and maintaining weekly attempts to make contact.
- Case managers are maintaining regular contact with parents/guardians of students who are medically fragile and supporting the individual needs of the student to the greatest extent possible. Nursing services and related services in the IEP are being provided to the greatest extent possible.
- Students with special education needs that receive related services in their IEP are being provided services as outlined in this document. As per guidance from the USDOE, upon schools re-opening, an individualized determination whether and to what extent compensatory services are needed will be determined by the IEP team.
- The Department of Student Services has established communication with all out-of-district (OOD) schools, collected OOD school pandemic plans, and shared the plans with case managers for monitoring. Attendance and completion of remote learning assignments are monitored by case managers. If OOD schools are open and SBSD remains closed because of COVID-19, transportation for students attending OOD schools will be coordinated by the district transportation supervisor, the OOD school, the parent/guardian, and any vendors, as necessary.

*During health-related school closure, case managers and special education teachers are documenting the implementation of IEP services by tracking services and recording student progress using informal data tracking systems. In addition, general education and special education teachers are documenting and implementing accommodations and modifications in IEPs to the greatest extent possible.

*During health-related school closure, case managers are ensuring services are implemented in accordance with IEPs to the greatest extent possible by maintaining regular contact with parents/guardians, students, and special education teachers. In-district Special Education Programs and Related Services are being provided as outlined in this document. Additionally, case managers are monitoring engagement and work completion and when necessary, providing individualized support for students having difficulties accessing remote learning and students with social/emotional or family needs. If students or families are non-responsive to remote learning expectations, the case manager is working with the building principal for in-district students.
and with the Director of Student Services for students attending out-of-district schools. For these students, further individualized supports and further modifications may be necessary and will be provided to meet the individual needs of these students.

*During health-related school closure, the following procedures for Virtual IEP meetings are in place. Initial Identification Meetings, Eligibility Meetings where evaluations were completed prior to school closure, parent-requested IEP Review Meetings, and Annual Review Meetings are all being held in accordance with State regulations and within required timelines to the greatest extent possible.

- **For students that were due for triennial reevaluations or require initial evaluations** during school closure, the district will start the process of evaluating students upon school re-opening or when it is determined safe to conduct necessary face-to-face evaluations. Obviously, these timelines will be impacted by the health-related school closure. A Written Notice will be provided to parents/guardians to document this action and all options considered. If reevaluations or initial evaluations can be completed remotely via functional assessments, telehealth evaluations, and/or record reviews, the district will proceed with the evaluation process to the greatest extent possible.

- **For exiting preschool students that require a reevaluation** and an Eligibility Meeting by June 30, 2020, as a result of school closure, face-to-face evaluations cannot be conducted and this determination cannot be made. Therefore, the district will maintain the student's Preschool Disability eligibility category and place the student in a Kindergarten class during the 2020-2021 school year that is comparable to the preschool program the student was enrolled in during the 2019-2020 school year. An IEP meeting will be held to determine placement before June 30, 2020. Reevaluation testing will be scheduled upon school re-opening or when it is safe to resume child study team activities and conduct necessary face-to-face evaluations. At that point, continued eligibility will be determined. For students with the presence of a documented disabling condition and the need for placement within our district Autism/ABA programs, a meeting will be held to develop an IEP for the 2020-2021 school year.

### Addressing ELL and Bilingual Needs Plan Component 3

<table>
<thead>
<tr>
<th>Question</th>
<th>Mark Yes or No</th>
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<tbody>
<tr>
<td><em>Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?</em></td>
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<tr>
<td><em>Does the plan contain how the district communicates with ELL families, including translated materials and directions?</em></td>
<td>Yes</td>
</tr>
<tr>
<td><em>Does the district’s plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?</em></td>
<td>Yes</td>
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### Notes on Component 3

Since the onset of remote learning, the ELL population has been a part of our planning. Our ELL teachers continue to provide services for our students and meet with them in small groups. For the middle and high school, they attend their ELL class with their teacher through google meet and google classroom. For elementary, ELL students have support through the elementary google site and meet with their ELL teacher regularly. These students receive differentiation and flexibility in their schedules to meet their needs and family situations; in addition, they receive a device if needed.
All of our communications go to our website which has the ability to translate to any language a parent could need. In addition, we send communications home directly to our Spanish speaking families translated in Spanish to meet their needs. See a sample [here](#) regarding a parent academy.

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<tr>
<th>Safe Delivery of Meals Plan Component 4</th>
<th>Mark Yes or No</th>
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<tbody>
<tr>
<td>Does the plan address the provision of school nutrition benefits or services for eligible students? <em>Does the plan contain how the district will provide continued safe delivery of meals to students?</em></td>
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<tr>
<th>Notes on Component 4</th>
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<tr>
<td>Per the New Jersey Department of Agriculture, Districts 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 Agriculture is granted:</td>
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</table>
| SFA Name: South Brunswick Township School District  
Agreement #: 02304860  
Date Meal Distribution will begin: 3/16/20  
Date Meal Distribution will end: When we are back in school |

Schools/Site where distribution of meals will take place:  
**Crossroads South Middle School** will support: Crossroads South Middle School, Crossroads North Middle School, and the High School.  
**Indian Fields Elementary School** will support: Indian Fields, Dayton, Brooks Crossing, Deans, and Monmouth Junction Schools.  
**Greenbrook Elementary School** will support: Greenbrook, Brunswick Acres, Constable, and Cambridge Schools.

In conjunction with our pickup sites we will perform a food run on Monday and Wednesday that will stop in the following communities at the times below.

**Bus Run Locations:**  
9:45 am -10:00 am SouthRidge Woods - located at the pool/clubhouse  
10:10 am 10:25 am Royal Oaks - located at the clubhouse  
10:30 am - 10:45 am Brookside Mobile - located at the front of park  
10:55 am - 11:10 am Oakdale Village - located at the front of park  
11:20 am 11:35 am Monmouth Mobile - located in the front of park  
11:45 am - 12:00 pm Kingston Terrace - at entrance to pool/clubhouse

Meals to be claimed for reimbursement per day: (up to two meals, or one meal and one snack, per child per day): **South Brunswick Schools is delivering two meals per day. One lunch and one breakfast per day that includes;**  

**Lunch:** 1 grain, 1 meat, 1 fruit, 1 milk (includes occasional vegetable)  
**Breakfast:** 1 grains, 1 fruits and 1 milk
Contracted cafeteria personnel are at all sites, and riding our delivery bus, verifying students and counting distribution electronically utilizing free and reduced student emergency rosters.

Please outline the SFA’s method(s) for meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan below. Include how all food safety requirements will be met. **SEE OUR MEMO FOR DISTRIBUTION**

**How are all food safety requirements being met:** All food prepared in-district in a State certified food facility. South Brunswick Township School’s contracted Food Service Provider is following all safety measures and ensuring all foods meet required temperatures while using serve safe certified employees as well as production records. Delivery methods include social distancing, employees utilizing masks and gloves.

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<thead>
<tr>
<th>Length of Virtual or Remote Instructions Day Plan Component 5</th>
<th>Mark Yes or No</th>
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<tr>
<td><em>Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible?</em></td>
<td>Yes</td>
</tr>
<tr>
<td>● 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.</td>
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**Notes on Component 5**

This is the same information from Component 1

South Brunswick has the following plan for distance learning which was implemented beginning March 12, 2020:

- We have prepared for all students to receive daily instruction for upwards of 4 hours per day.
  - Both the Middle Schools and High School will continue with currently daily instruction remotely using Google Classroom as the platform for instruction. This includes ELL, LSE, and Students with disabilities. [MS Expectations](#) [MS Plan](#) [HS Expectations](#) [HS Plan](#)
  - At the elementary level, we acknowledge that the district is not 100% using platforms like Google Classroom especially at the younger levels. Therefore, we have established plans for continued instruction that would be accessible via any device and can be completed digitally or in a packet form. [See details here](#) to the plan. The Google Site for elementary learning can be accessed at this [link](#). Please note that there is learning for ELL on this site as well. Our Special Education students in elementary are using this [link](#).
- There has been much consideration and planning regarding grading and placement. Please see our communications and practices for both. [Grading Information](#) [Placement Information](#)
- In addition to daily instruction, we have incorporated Friday Fun days to engage students and provide ways to explore the world. [Elementary Friday Fun Days](#) [Middle and HS Friday Fun Days](#)

**Attendance Plan Component 6**

| Mark Yes or No |
*Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student’s attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?  
Yes

*Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?  
Yes

Notes on Component 6

- We have determined a plan for taking staff attendance on a daily basis. [See this link.]
- We have a plan for tracking student attendance and registrations during this time. [See this link.]

Student Attendance Remote Learning Agreements Effective March 12, 2020:

- Turn off the attendance autodialer for the period of remote learning.
- Remind teachers to forward ALL emails pertaining to an absence to the SIS/Attendance secretary.
- Students who have reported scheduled trips during this period and contact schools to participate in remote learning, with assignments completed, should be changed to present for those days. Unique to families that started trips prior to March 12th.
- Beginning March 12th and beyond, if a family is taking a trip and notifies us, please confirm whether or not they will continue with remote learning. When they respond "no" then it's the unexcused explained absence and when they respond "yes" then it's the present code.
- Weekly Attendance letters via Genesis will now be posted monthly during the remote learning period.
- Daily Attendance for Elementary Schools:
  - Parents use Genesis Parent Portal OR call/email the school/teacher/attendance secretary to report an “absence” (illness, vacation, etc).
  - SIS will own coding daily attendance.
- Daily Attendance for Middle/High School:
  - Parents use Genesis Parent Portal OR call/email the school/teacher/attendance secretary to report an “absence” (illness, vacation, etc).
  - SIS/Attendance Secretary will own coding daily attendance.
  - Class Attendance will be coded by the classroom teacher through Genesis Gradebook
    - Present value will be used.
    - If a student doesn’t turn in an assignment for that class then the code would be changed to be absent for the class.
- A student’s attendance during remote learning will not be the deciding factor in retention, promotion, graduation, or discipline. Our current district policy includes multiple factors that are considered for decisions related to retention, promotion, graduation, and discipline.

We have a tiered system of support in place when a student has been identified as not participating in online instruction and/or submitting assignments. The teacher identifies a concern, depending on level, contact is made with the parent (Grades K-5) or the student (Grades 6-12) to understand why work is not submitted or the student isn't engaged. A school administrator or counselor will follow-up if the participation does not improve. Our central office team (Superintendent, Assistant Superintendent for Curriculum, and Director of Assessment) met with each school's leadership team to review individual cases of students who were difficult to reach during remote learning. (Last week of March/First Week in April). The result of these meetings included next steps to support students and families on a case by case basis. Some schools have used a Family plan to help families of multiple students manage remote learning. ([Sample Plan]) Finally, the Director of Student Services gathered names of Special Education Students who had not engaged consistently in remote learning and used counselors, CST members, and supervisors to make contact with the families to offer support. ([Sample List])
## Facilities Plan Component 7

| *Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?* | Yes |

## Notes on Component 7

### Daily:
- Two security and operations building checks twice a day
- Inspect for signs of mold, moisture, and mechanical malfunction.
- Ensure HVAC systems are set to activate “occupied mode” for 4 hours daily to ensure air circulation.
- Perform hot water systems flush weekly to avoid legionnaires disease infiltration of our systems.
- Grounds Crews to provide grass cutting and grounds upkeep on all properties throughout the week.

### Monthly:
- Inspect fire extinguishers and sign the inspection card once a month
- Review / activate all emergency lighting to ensure proper working condition
- Test all fire, alarm, and security systems with call centers
- Complete any checklists that are required by DOE

## Summer Programming Plan Component 8

| *Does the plan contain a preliminary outline for the provision of summer services, including:* | Yes |

### 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

## Notes on Component 8

Summer programming will continue wherever possible with current preparations for a remote learning experience.
- 2020 ESY Plans.
- Our Summer Institute will occur remotely and includes courses that pertain to advancement, 21st Century, and enrichment/readiness. See the communication here.
- Credit recovery will happen and we will utilize our usual way of handling it...through Summer Institute and online programming like Educere.
- Summer opportunities for students who have gaps in certain content areas (for example algebra) will be offered a Summer program to fill gaps and ready them for the next level of content.
- Our Title 1 Summer Academy will be canceled, however, we are reallocating those funds to service those students in other formats when we return to school in the Fall.
- Class of 2020 graduation plans are in the works! See our plans here: Virtual Graduation Plan Onsite Graduation Plan Diploma Pick Up Plan Cap and Gown Pick Up Plan