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**The Gateway School**

**Virtual Learning/**

**Emergency Preparedness Plan**

Gateway School

60 High Street

Carteret, NJ 07708

732-541-4400

Christopher Hoye, Ed.D./Principal

LeRoi Jones,Ed.D./Supervisor of Instruction

Updated on 5/22/2020

**Foreword**

* The New Jersey Department of Health or health officer of the jurisdiction instituted a public health-related closure of the facility for an extended period of time
* As per memo dated March 5, 2020, the NJ Department of Education stated its willingness to permit schools to utilize home instruction services to count towards the 180-day requirement.
* This Emergency plan is drafted in compliance with N.J.S.A 6A:16-10.1
* On May 4, 2020, the Governor of New Jersey extended the closure of all schools until June 30, 2000. We have continued to provide our Virtual Plan throughout the school closure.

This virtual learning/emergency preparedness plan describes the procedures that will be used by Gateway School to ensure the continuity of services to our students during the current Corona Virus Pandemic and school closure by the state of New Jersey. This plan is meant to address extraordinary circumstances of a long-term school closing. The procedures outlined hereafter constitute those measures that will be taken to provide distance learning and instruction to all Gateway students in their homes, through electronic and other means in the event of such a closure.

This plan ensures equitable access to instruction for all Gateway School students. It also addresses the provision of appropriate special education and related services as specified in the students’ IEPS to the maximum extent practicable, as well as the provision of school nutritional benefits or services for eligible students.

Pursuant to PL 2020, c.27, this plan shall be submitted to the Executive County Superintendent, Middlesex County Office of Education, and to all our component sending districts, and posted to our school website at www.thegatewayschool.com.

**Introduction**

Gateway School is a private Approved Private School for Students with Disabilities (APSSD) located in Carteret, NJ, and serving twelve (12) LEAs in the central New Jersey counties of Middlesex, Essex, Union and Hudson. Currently we provide special education and related services to 45 students and our staff consists of about 40 members in total.

Our typical instructional day is Monday-Friday from 8:30AM – 2:30PM. On March 16, 2020, the state of New Jersey, in cooperation with the NJ Department of Education, instituted a public health closure of our facility for the foreseeable future.

We are committed to the continuity of instruction, especially when emergent conditions require an alternate plan. In the event of extenuating circumstances, the Gateway School has adopted a virtual school platform, which is a way for instruction to continue while students are unable to attend school on campus. The Virtual School platform is intended to replace the traditional classroom model on a temporary basis, in an effort to reduce large group social exchange which may be detrimental to a person’s health. Teachers will be able to provide academic instruction through a standard-based format to students in an online and paper-based environment until our normal school schedule can resume. Administration has surveyed our students and identified students who will need books, paper assignments, and projects. This plan has been developed in accordance with the New Jersey Department of Education broadcast on March 5, 2020. This virtual school plan simulates a regular school week.

**Purpose**

The purpose of this document is to outline how the Gateway School will continue to provide academic instruction in a virtual school format while a traditional classroom setting is otherwise not recommended or feasible. The goal is to provide remote/virtual instruction in order to implement the students’ IEP goals and objectives to the greatest extent practicable.

The plan outlines roles and responsibility of teachers, related services’ staff, parents, students and administrators. We are submitting our virtual learning plan as requested. Please respond that this has been received, and if you have any questions please reach out. If we do not specifically hear from you, we will proceed under the assumption that our plan has been accepted.

**Instruction**

* Gateway School’s Virtual Home Learning Plan is designed for students with multiple learning disabilities, ages 5-21
* The Virtual Learning Plan is guided by Gateway School’s curriculum, and opportunities for instruction will be consistent with each student’s IEP goals and objectives to the greatest extent possible. Accommodations and modifications will be provided in the same manner as outlined in each student’s IEP, to the maximum extent practicable.
* Electronic resources for curriculum and instruction will occur at home. This includes, but is not limited to:
	+ IXL.com
	+ Reading A-Z
	+ News2you.com
	+ Unique Learning System - including grade bands of elementary, intermediate, middle school and transition age
	+ Resources will continue to be shared with families during the virtual home learning period
* Classroom teachers have created a packet of classwork that students will complete in the home environment. This packet can include the following but is not limited to:
	+ Individual lessons and activities that align with IEP goals
	+ A list of functional activities that the students can complete at home with a list of possible life skills, and computer programs accessible from home related to cooking. Within this packet, the teachers have included information for the families on how to access computer-based curriculum and will continue to share passwords for computer programs.
	+ Materials will continue to be shared with families during the entirety of the virtual home learning period
* All Related services departments, along with APE, SLE and music, have created classroom packets to be sent home with each student for activities to complete at home
* Therapy materials and activities will continue to be shared with families during the virtual home learning period
* Students’ therapy mandates will be provided through a variety of electronic communication including telephone, text, ClassDojo, email and tele-therapy using video conferencing

**Parents’ Roles & Responsibilities**

* Monitor all sending and receiving school updates
* Encourage and support students to participate fully in the Virtual Learning Plan
* Identify a place at home or a reasonable and alternative to safely and effectively complete assignments
* We are going to use our current school schedule to the maximum extent practicable. Each teacher will write their own virtual schedule for parents which will reflect a four-hour school day.
* Honeywell phone alert system will be implemented as needed

**Students’ Roles & Responsibilities**

* If students are having difficulty, they are encouraged to reach out to their teacher or 1:1 Paraprofessional via Gateway School email for support and assistance
* Submit all digital assignments upon completion
* All hardcopy assignments will be turned-in when a traditional academic setting is appropriate and suitable for students, and/or mailed to Gateway School by the parent
* Students are encouraged to work to the best of their ability

**Teachers’ Roles & Responsibilities**

* Teachers will be responsible for daily contact with parents via phone calls, Class Dojo, text messaging, video-conferencing and emails
* Para-Professionals and 1:1 aides will assist teacher in ensuring seamless cyclical communication
* Teachers will continue to write lesson plans in our web-based software (Plan Book).
* Teachers will provide software activities with login and passwords for individualized digital programs such as *IXL* (which our students use for Math instruction) and *Reading A to Z* (which are students use for Language Arts instruction).
* Teachers will send home sufficient packets of materials based on the *Unique Learning System* for instruction in Social Studies and Science
* Teachers will communicate via telephone, ClassDojo, email texting or video-conferencing, on platforms such as Zoom, and Google Classroom, on a daily basis with every student/family on their caseload. They will ensure that the parent/student still has materials to complete, and that the implementation of the Virtual Learning Plan is going smoothly
* Teachers will monitor progress of students daily
* Teachers will maintain a log of all student/parent contact to ensure adequate participation and continued academic progress

**Student Access to Technology**

* Back in March, prior to closing, teachers completed an initial survey of each family’s access to computer technology within their home, as well as the availability of reliable access to the internet. Gateway School loaned chrome books and tablets to several students to use. Requests were also made to sending districts about the availability of computer hardware to be loaned to families.
* Upon a follow-up survey it was discovered that approximately twelve students were using smartphones to connect to our tele-conferencing and other school activities. Therefore, on May 16th Gateway School purchased several new tablets that will be distributed to these students and their families.
* Families that may not have internet access will be provided with information on how these resources may be attained. For example, it was discovered that Newark Public Schools was able to provide free internet access through Altice to the families of Newark students during the pandemic.
* Gateway administration and instructional staff will continue to monitor the technology needs of its families.

**Related Services’ Roles & Responsibilities**

* A home program consisting of therapy activities and exercises has been created and sent to each student receiving related services
* Speech activities reflect goals and objectives for articulation, receptive, expressive and pragmatic skills
* Each speech therapist will collaborate with classroom teacher to provide support and monitor progress
* Each Speech Therapist will communicate via telephone, email, text and video teletherapy on a weekly basis, where appropriate and available, with every student on their caseload. They will ensure that the parent/student still has materials to complete, and that the implementation of the Virtual Learning Plan is going smoothly
* The Occupational Therapist will communicate via telephone, email, text and video teletherapy on a weekly basis with every student on their caseload They will engage in live 1:1 therapy sessions, and ensure that the parent/student has adequate materials to complete so that the implementation of the Virtual Learning Plan will operate smoothly
* All therapists will monitor progress of students during all therapy sessions
* All therapists will maintain a log of all student/parent contact to ensure adequate participation and continued progress towards their related services’ goals

**Social Worker/Counselor Roles & Responsibilities**

* A home program has been provided for each student receiving counseling services
* Social skills activities reflect goals and objectives based on the individual student’s IEP to the maximum extent practicable.
* Each Counselor will collaborate with classroom teacher to provide support and monitor progress
* Each Counselor will communicate via telephone, text, video-conferencing on a weekly basis with every student on their caseload. They will provide therapeutic intervention and ensure that the parent/student still has materials to complete, and that the implementation of the Virtual Learning Plan is going smoothly
* The Social Worker/Counselor will collaborate by video conference with the Rutgers’ School-Based UBHC medical and clinical staff on a weekly basis to review those Gateway students continuing on their caseload during the duration of this plan
* The Counselor will monitor progress of students weekly or more often as needed, to the maximum extent possible
* The Counselor will maintain a log of all student/parent contact to ensure adequate participation and continued academic progress

**Structured Learning Education Roles & Responsibilities and 21st Century programs**

* Resources have been identified from the New Jersey Division of Vocational Rehabilitation website to continue transition plans
* The website has the following resources under “Planning and Preparing for Careers” which includes:
1. Career inventories
2. Completing simple and extensive mock employment applications
3. Writing resumes through a digital format provided by DVRS
4. Developing soft skills through a web-based questionnaire
5. Students will research different genres of employment industries
* Parents and guardians have received detailed instructions on how to access the above-mentioned website
* All parents received the Transition Coordinators email if further communication is warranted

**Administration Roles & Responsibilities**

* Administration will monitor all progress via emails, phone calls and Plan Book
* Administration will be available on a daily basis for district case managers, parents, teachers, support staff and students to answer any questions or address any concerns they might have in the implementation of the Virtual Learning Plan.

**Paraprofessional Roles & Responsibilities**

* Paraprofessional staff will communicate daily with the teacher to review students’ progress while participating in the Virtual Learning Plan period based on the identified IEP goals and objectives
* Paraprofessional staff will engage in appropriate professional development activities based on the identified IEP goals and objectives of their student in consultation with Administrative staff
* Students with additional support services will continue to have access to their support personnel through phone, email, or video conferencing
* Support personnel will be available between the normal school hours of 8:00 am to 3:00 pm via Phone, Email, and/or Video Conferencing
* Make direct student/parent contact under the guidance of the teacher and monitor progress of students daily
* Maintain a log of all student/parent contact to ensure adequate participation and continued academic progress

**Attendance**

* Attendance will be monitored and recorded daily.
* Present attendance will be determined by successful contact with student/family including a response to communication.
* Present attendance will be considered based on the following (this list is not exhaustive):
	+ Attendance of video conference
	+ Response to email communication
	+ Record of response to phone communication
* Gateway School will follow-up with the sending district case manager when a student is not participating in online instruction or submitting assignments
* Attendance will continue to be submitted to districts monthly
* District case managers will be provided a letter for any student considered absent for five (5) consecutive school days

**Student Progress**

* Gateway staff will monitor progress of students daily
* Gateway staff will maintain a log of all student/parent contact to ensure adequate participation and continued academic progress
* Progress reports will attempt to demonstrate each student’s progress, retention, and/or regression to the maximum extent possible
* Progress reports will be submitted quarterly to demonstrate student achievement for the marking period. (November, March, June and August)

**IEP Meetings**

* Gateway School will participate in student IEP meetings in collaboration with the sending districts in a timely fashion via video conferencing platforms, including Google Meet, Zoom, GoToMeeting, etc. Gateway School will collaborate with the sending district in other meetings, as appropriate, to evaluate and/or revaluate Gateway students.

**Summer Programming (Extended School Year/ESY)**

* In the event that the Governor lifts the closure of schools, Gateway will prepare to accept students back to our campus/school building in a manner that provides a safe environment to all students and staff. We are committed to collaborating with parents and sending districts to design and implement the most practical and viable education and related services either way. For example:
	+ All returning staff and students will return to their previous assignments prior to the initial lockdown which began on March 16, 2020.
		- Gateway School’s intention is to provide familiarity and comfortability in order to aide in the transition back to school.
	+ The anticipated transition period is 30-days (subject to change).
	+ During the transition period staff and students will be introduced to new procedures and protocols including but not limited to:
		- Requirement for PPE (Personal Protective Equipment) and their appropriate use.
		- Sanitation expectations and requirements.
		- Procedures for navigating the building.
		- Access to areas of the building.
		- Counseling and other mental health support.
		- Procedures for responding to ill students/staff.
* In the event of an extension of school closures as determined by the Governor of New Jersey, Health Officials, and the New Jersey Department of Education, Gateway School will continue Distance Learning as outlined in this Virtual Learning/Emergency Preparedness Plan during all Summer programming/ESY.
* All services will continue as outlined in this plan including, but not limited to, all instruction, therapeutic, and support services as outlined in the students’ Individualized Education Plan (IEP) to the greatest extent possible.
* The Extended School Year/ESY Program is scheduled to run as scheduled for a full school day (8:30am – 2:30pm), Monday through Friday, beginning Monday, July 6, 2020 to Friday, August 14, 2020

**21st Century programs/Transition Curriculum - ESY 2020**

The Transition Coordinator – Pat Gutowski - will be responsible, along with teachers and paraprofessionals in implementing the Transition curriculum.

Below please find the content areas that the students will be engaged in and completing work sheets and other activities during the extended school year in the event that Gateway School remains closed and students continue to learn via our Virtual Learning Plan.

Brigance-Transition Skills

* Value of money
1. Recognizing dollars and coins
2. Value
3. Counting
4. Grouping/equivalent values
* Budgets
1. Charts
2. Prices
3. Pay stubs
4. Personal budget
* Item cost
1. Calculating totals
2. Regular/sale prices
3. Coupons
* Making change
1. Identifying amounts
2. Change
* Community agency
1. Post office
2. Police station
3. Retail stores
4. Recreation

Unique Learning System

* Daily living – Level 1,2,3
1. Rights and responsibilities
2. Problem solving
* Lifetime skills
1. Banking
2. Recopies
* Job club – Level 1,2,3
1. Job exploration
2. Applications & Interviews
3. Interest surveys
4. Work attitudes
5. Volunteer jobs

Career connections

Website: careerconnections.nj.gov

Website: careerconnections.nj.gov

* Plan

1. The right career for you

2. Strengths

3. Worksheets on traits, universal transferable skills, occupational or technical skills

4. Career videos-watch videos look for likes and dislikes

* Prepare

1. Networking

2. Update your skills

3. Resumes

4. Applications

5. Transportation

6. Interview skills

Fostering Independence

1. Make bed
2. Hygiene
3. Set table
4. Wash dishes
5. Put dishes away
6. Prepare simple meals
7. Take out trash
8. Laundry
9. Vacuum
10. Sorting activities i.e. Socks, light and dark clothes, silverware
11. Count and sort coins
12. Matching using a deck of cards
13. Use YouTube many videos on helping to foster independence

Dojo – Using this platform to post work-related and ADL activities checklists

Postings

* Videos-DVRS
* Chores phone tips
* Washing dishes
* Choice boards-reading, writing, math7 life skills
* Morning schedules
* I can checklist
* Hygiene
* Share information on workshops, webinars and resources

**Graduation 2020 Plans**

Gateway School has formed a committee to design a virtual Graduation ceremony for the three (3) students who are aging out this school year. Plans are still being developed and are fluid at this time. To date we have discussed a ceremony that will use the online Zoom platform and be held on the afternoon of June 11, 2020. The other piece of our graduation celebration will consist of a twenty-minute video to be created from the input of school staff, families and friends, to be posted on Gateway School’s website and Facebook page.

**Operations and Control of Gateway School**

* General
* Direction and Control — Principal, Christopher Hoye, or his designee in his absence, will assume responsibility for the directive to commence this emergency plan.
* Principal, Christopher Hoye, or his designee will alert parents, staff and community partners regarding the necessary emergency actions.
* Training and development of materials will be conducted to orient staff, including per-diem employees; and orient children/parents on emergency procedures and responsibilities
* Administration and Educational Leaders shall monitor plans effectiveness on a daily basis.
* Minimal maintenance and custodial staff will remain on school premises for monitoring of facilities, utilities, and sanitation.
* For purposes of school operations, the following personnel will enter the premises of Gateway School on a need basis:
	+ Christopher Hoye, Principal
	+ LeRoi Jones, Supervisor of Instruction
	+ Secretarial staff: Mary Pavlonnis, Mary Beth Crowe
* Minimal maintenance and custodial staff will remain on school premises for monitoring of facilities, utilities, and sanitation.
* Procedures for the safe reopening of Gateway School
* Gateway School has created a committee that will design a Re-Entry Plan. The committee consists of Administration, School Nurses, and other staff members. The Re-entry Plan will be written with guidance from the NJ Health Department, CDC, and New Jersey Department of Education. Gateway School will also consider its current school programming when designing the Re-Entry Plan. Upon return to school, Gateway School will implement its School Re-entry Plan. This plan will include:
* Re-entry Training – Gateway School staff will receive training on protocol and procedures
* Family Communication – Gateway School will share information with families to support their child’s return to school:
	+ Protocols regarding student exclusion for illness
	+ School mandated protocols to include use of sanitizers, etc.
	+ School protocols for PPE
	+ Changes in school programming
* Health and Safety Protocols:
* Hand sanitizing
* PPE – gloves/masks/face shields and goggles
* Social distancing
* Ill students and staff
* School Programming:
* Planning activities and events
* Scheduling/Class rosters
* Work Program/Structured Learning Experiences
* Specials -Art, Music, Adapted Physical Education
* Meetings:
	+ Staff
	+ Committee
	+ Department
	+ Leadership
* Physical Space:
* Movement throughout the building
* Classroom layout/design
* Arrival and dismissal procedures
* Supervision:
* Observations
* Evaluations
* Technology:
* Information technology
* Continuation of virtual platforms
* Visitors Procedures
* Intake Procedure
* For purposes of maintenance of facilities, the following personnel will also enter the premises of Gateway School on an as need basis:
	+ Technology maintenance and support
	+ Building & Grounds maintenance
	+ Boiler & HVAC maintenance & Repair
	+ Security/vandalism
	+ Utility maintenance
	+ Fire alarm maintenance



# 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: Middlesex

Name of District, Charter School, APSSD or Renaissance School Project: Gateway School

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Chris Hoye/Principal

Phone Number of Contact:

732-541-4400

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| **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? | yes |  |
| Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)? | yes |  |
| Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan? | yes |  |
| Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms? | yes |  |
| \*Does the district’s plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices? | yes |  |

###  Notes on Component 1

Currently Gateway School does not have any preschool, homeless, migrant LSE or English Language Learners (ELLs).

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

 **Notes on Component 2**

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| **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)? | N/A |  |
| \*Does the plan contain how the district communicates with ELL families, including translated materials and directions? | N/A |  |
| \*Does the district’s plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges? | N/A |  |

Currently Gateway School does not serve any students who are English Language Learners.

**Notes on Component 3**

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| **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? | yes |  |

 **Notes on Component 4**

Historically, the Gateway School program has not provided food services. Families have been directed to work with their home districts and case managers to access safe delivery of meals through the LEA.

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| **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.
 | yes |  |

 **Notes on Component 5**

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| **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? | 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**

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| **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? | yes |  |

**Notes on Component 7**

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| **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:* Extended School Year (ESY) for students with disabilities including how ESY will be delivered
* 21st Century programs
* Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery
* Assessments of learning loss and an initial plan for potentially addressing learning loss
* STEM or other programs using reallocated grant funds
* Title 1 extended learning programs
* Any preliminary plans for Class of 2020 graduation ceremonies
 | yes |  |

 **Notes on Component 8**

Presently Gateway School is planning two scenarios for the ESY program. The first would have the school reopen in Carteret, if this was approved by Governor Murphy, and precautions would be taken for the safety of staff and students following CDC and Health Department recommendations; the second would see the continuation of our Virtual Learning Plan as currently proposed.

 **Board Approval Component 9**

\*Is the plan board approved? Yes No Enter Date (mm/dd/yyyy): 05/21/2020

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###  Notes on Component 9

 **Posted on Website Component 10**

\*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website? Yes No Enter Date (mm/dd/yyyy): 05/22/2020

**Notes on Component 10**

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| **Posted on Website Component 11** |
| **Question** | **District Yes or No** | **County Yes or No** |
| \*Does the plan contain a list of essential employees by job title? (can be an addendum) | yes |  |

###  Notes on Component 11

 **APSSD Applicable Only: Sharing Plans Component 12**

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

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###  Notes on Component 12

Our updated Virtual Learning Plan was sent to all of our sending districts' case managers and Directors of Special Education on 05/22/2020.