



Checklist for School Health-Related Closure Plans (Updated May 4, 2020)

***Denotes the required updates/revision/additions to existing plans. Any other component of the existing plan can be updated as appropriate.**

Contact Information

County: Essex

Name of District, Charter School, APSSD or Renaissance School Project: Livingston Public Schools

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Dr. Matthew J. Block

Phone Number of Contact: 973-535-8000 x8011

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

Prior to March 13, 2020 the district submitted a survey to parents to determine if any students did not have access to WiFi. Those students were provided with district hot spots to ensure access would continue throughout remote instruction. As teachers and/or administrators become aware of new students in need, hot spots are provided.

District has a 1 to 1 device program Grades 6-12. Survey that was done prior to March 13th assessed the need for devices for K-5 students. Prior to moving to remote learning, Chromebook carts were disassembled, and devices were provided based on need.

"Help Desk" phone line and email address were put into place for technology concerns. During the remote learning period, students have been trading out broken devices for functioning ones and accessing the "Help Desk" services throughout.

Livingston Public Schools Demographic Profile:	TOTAL STUDENTS	6228
	State funded Preschool	64
	Homeless	0
	Migrant LSE	0
	Stud with Disabilities	1001
	ELL	128



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

- Special education teachers (Resource Center, Self-Contained and In-Class Support) are providing large, small group and individualized instruction via various online platforms such as Zoom and Google Meet. All teachers share a daily agenda with their students regarding the scheduling for assignments and virtual meetings that day. Instruction includes both live and pre-recorded videos (Screencast-o-matic) to teach new concepts based on district curricula. In-Class Support teachers are also co-teaching with their general education counterparts during large group instruction. Following large group instruction, teachers split their Zoom sessions into small group breakout rooms with work to provide direct instruction and support. Instructional aides are available during class instructional time to also provide support to the students on their caseloads during breakout groups as well as implement any modifications and accommodations needed. Google Meet provides Closed Captioning as an accessibility option for students. In addition, all students continue to utilize Google Read and Write for any google-based activities as needed for additional accessibility needs.
- Additional support provided by instructional aides is provided at alternative times throughout the day, while under the supervision of the certified teacher. Supplemental related activities are also being provided by all staff for students to ensure that each child makes academic growth and progress based on student goals and objectives. Each teacher is required to have one hour each day to provide individualized support and assistance for all students. Students with IEPs use these “office hours” to receive additional support and assistance in accordance with the programming in their IEPs. If students continue to need additional support, some teachers may schedule additional 1:1 sessions based on individual needs and feedback from parents. Teachers continue to implement modifications and accommodations specific to student needs (i.e regarding mode of responding) as needed during each lesson and/or activity.
- Related Services (speech, occupational therapy, physical therapy, social skills, counseling, parent training, Teach of the Deaf) are being provided via various online platforms (Zoom and Google Meet) in both individualized and small group instruction as per the student’s IEP. This includes both live (or by phone) and pre-recorded videos (Screencastofy, Nearpod) based on the goals and objectives for each student. Therapists are in regular contact with parents via phone call, emails and Google Classroom as a means for providing support and guidance as well as submission of work completed based on each child’s individual needs. Group and individual sessions are provided as per each child’s programming. Providers are completing daily logs regarding contact, frequency, type of activity delivered and specific goals being targeted. These activities all help students to continue to make academic, emotional, and social growth.
- Case managers and related service providers (speech, occupational therapy, physical therapy, social skills, counseling, parent training, Teacher of the Deaf, case managers, counseling professionals, etc.) are tracking all communication, lessons, and contact on a daily basis for each student to document that the frequency of contact matches the IEP to the best extent possible. They are also maintaining a monthly log of service delivery that was



previously required during in-person instruction which is shared with the director of special education monthly. Each provider communicates directly with students and/or parents as appropriate to schedule required sessions, assign supplemental activities to promote growth and independence, and discuss areas of need in support and assistance. This regular communication helps all stakeholders to maintain an accurate log of implementation, while also helping to support the home/school connection. Parents are generously providing pictures of work samples and completed activities are being shared via Google Classroom as a means for assessing progress. Use of online platforms (i.e. Raz Kids, Learning Ally) are being used to monitor progress in areas such as Reading Fluency and Comprehension. Teachers continue to implement modifications and accommodations specific to student needs as needed during each lesson and/or activity.

- Case managers are required to be in touch with parents via email and/or phone at a minimum of a weekly basis to check in with parents for both in and out-of-district students. Case managers are also monitoring the frequency and delivery of related services for each student to ensure implementation of the IEP to the best extent possible based on weekly collaboration with teachers and related service providers. All case managers communicate with related service providers and teachers on a regular basis to ensure that the students on their caseload receive the required services and are appropriately participating in the remote learning experience.
- In accordance with NJ6A:14 as per timelines for meetings, all annual review and assess/review/revise IEP meetings continue to be held virtually via phone conference (or web conference based on parental request). Parents are signing consent to participate via virtual meetings. Documentation (attendance sheets, written notice, IEPs and any other relevant forms) are being shared with parents via email immediately following the meeting.
- Identification meetings, eligibility meetings (initial and re-evaluation meetings) are being held in accordance with NJ6A:14. For students in the process of determining eligibility, evaluations are also being emailed home to parents to provide their 10 days to consider the evaluation prior to the eligibility meeting as per NJ6A:14. Eligibility determinations are being made based on existing data in collaboration with the classroom teachers and providers as recommended by the NJDOE - Office of Special Education in addition to any rating scales and social history assessments that can be conducted.



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

Notes on Component 3

- Students receive ESL services in accordance with all other expectations for teachers in the district. Further information on meeting the needs of English Language Learners is provided below.
- Students with Disabilities are provided with the programming designated in their IEP’s via remote instruction. All related services are provided as designated in their IEP’s while in remote instruction.
- These services have been delivered in a variety of formats to ensure accessibility for all students. Various platforms such as Google Classroom, Schoology, and Zoom are used to provide individualized instruction and whole class instruction for all students on a daily basis. Related service providers, instructional aides, and in class support teachers, all push into lessons to deliver integrated services.
- Related services are also provided in group format as well as individually, as per the programming in each child’s IEP. These are all delivered with platforms such as Google Classroom, Zoom, and Schoology, as well as through activities provided by the related service professionals.
- LPS follows the guidelines set forth in N.J.A.C. 6A:15, BILINGUAL EDUCATION
- LPS continues to support our English Language Learners through the ELlevation online learning and monitoring platform.
- Teachers meet daily with their English Language learners remotely in order to target instruction and provide guided interaction (Zoom, Googlemeet, and Schoology)
- Our ESL teachers take attendance, and document student participation during the lessons and assess completion of activities/assessments given. These lessons are monitored by the District’s Interim ESL Supervisor and school Principals.
- Explicit instruction is taking place remotely, based on the LPS school schedules.
- LPS continues to build vocabulary and language development via online vocabulary programs, virtual read alouds, and remote guided reading sessions.
- A variety of visual aids, such as graphic organizers, pictures, diagrams, and charts are used to optimize student learning.
- Differentiated authentic assessments are used to allow students to demonstrate evidence of understanding and levels of proficiency. These include performance-based assessments, project-based assessments, criterion-referenced assessments, and methods that allow students to show and practice knowledge in non-language dependent ways such as Venn diagrams, charts, drawings, mind maps, and PowerPoint slides.
- Each ESL teacher communicates directly with students and/or parents as appropriate to schedule required sessions, assign supplemental activities to promote growth and independence, and discuss areas of need in support and assistance. This regular communication helps all stakeholders to maintain an accurate log of



implementation, while also helping to support the home/school connection. Parents are generously providing pictures of work samples and completed activities are being shared via Google Classroom as a means for assessing progress. Use of online platforms (i.e. Freckle, Raz Kids, ELlevation, etc.) are being used to monitor progress in areas such as Reading Fluency and Comprehension.

- Speaking, listening, reading, writing, and vocabulary is being monitored via authentic tasks embedded in the ELA curriculum, following the “NJSL,” New Jersey Student Learning Standards as defined in N.J.A.C. 6A:8-1.3
- Students eligible for high intensity programs are receiving two periods of learning.
- Regarding technology, we are following the LPS plan. Specifically, students in grades 2-12 were sent home with their devices. If families needed internet access, LPS set up hot spots for those families. Technology needs are met daily, based on needs. Students can schedule appointments and drop off devices to an outside school location for technology service and assistance as needed.
- Teachers have provided their District email addresses to their students and parents. Many dedicated teachers have also provided their cellular telephone to parents in order to ensure they keep in constant contact.
- The Livingston School District utilizes a translation program on the District website that allows parents to read District information in their Native Language. Additionally, the district’s ESL Interim Supervisor as well as many district teachers and staff members speak many languages and are available if needed to translate for parents.
- The district administrative team has participated in many of the virtual lessons, and they continue to hold staff meetings and professional development workshops with all teachers.

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

LPS utilizes Aramark for cafeteria services. Aramark prepares meals for student pick up in a safe fashion multiple times per week at the Livingston High School. Families who are unable to get to the high school can have meals delivered via school bus.



Length of Virtual or Remote Instructions Day Plan Component 5

Question	District Yes or No	County Yes or No
<p>*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible?</p> <ul style="list-style-type: none"> 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

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.

Students in grades 6-12 have an A/B schedule with defined class periods.

- Teachers utilize Schoology and/Google Classroom to provide materials, assignments, and resources;
- Classes are taught via Zoom, Google Meet and/or Schoology Conference- All students in grades 6-12 have been provided with one to one devices and in cases where needed, with “hot spots” so that they can access the internet;
- Small group instruction/additional support takes place as needed using small meeting rooms in the various online platforms;
- Teachers instruct daily based upon the A/B schedule;
- Curriculum modifications are made with content supervisors and district administrators to ensure students are meeting the essential standards for each content area with flexibility developed for the delivery of instruction and the methods for assessment.

Students in grades 2-5 have been provided with a district one to one device;

- Parents receive a daily agenda from teachers within which student materials, assignments, and resources are provided;
- Teachers are expected to directly instruct students at least twice per week (including specials, interventionists, and enrichment teachers) via Zoom or Google Meet;
- Curriculum modifications are made with content supervisors and district administrators to ensure students are meeting the essential standards for each content area with flexibility developed for the delivery of instruction and the methods for assessment.

Students in grades K-1

- Parents receive a daily agenda from teachers within which student materials, assignments, and resources are provided;
- Teachers are expected to directly instruct students at least twice per week (including specials, interventionists, and enrichment teachers) via Zoom and/or Google Meet;
- Curriculum modifications are made with content supervisors and district administrators to ensure students are meeting the essential standards for each content area with flexibility developed for the delivery of instruction and the methods for assessment.



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

- Students in grades 6-12 have attendance taken daily, period by period in their remote classes;
- Parents of students in grades K-5 are asked to reply to the daily agenda sent by teachers each morning as the mechanism for taking attendance.
- Students who are not in virtual classes or whose parents have not replied to the daily agenda, receive a phone call from an administrator or school counselor to determine if the student is well and if parents understand the expectations for remote learning and attendance;
- School administrators will consider attendance and the completion of work when determining promotion and/or retention. Students at the high school are referred to the SARC (Student Attendance Review Committee) when they are in danger of losing credit in a class;
- Student who continue to have difficulty attending classes as prescribed during remote learning may be referred to the Intervention and Referral Services Team

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

- Custodial and Maintenance staff are scheduled on an every other day schedule wherein one staff member works 4 hours each day to maintain buildings. The Buildings and Grounds administrators are available remotely as needed.
- LPS Security department monitors the school grounds and our schools regularly during this period of remote learning. Security officers are moving throughout the district ensuring that the school grounds are not being utilized as is consistent with the Governor’s orders.



Summer Programming Plan Component 8

Question	District Yes or No	County Yes or No
<p>*Does the plan contain a preliminary outline for the provision of summer services, including:</p> <ul style="list-style-type: none"> • 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 	<p>Yes</p>	

Notes on Component 8

Extended School Year (ESY) for students with disabilities including how ESY will be Delivered:

- Plans for both traditional, in person ESY as well as a virtual ESY have been established. Should ESY be held in-person, students will be attending their program for 20 days for a four hour day. All related service providers, instructional staff, and support personnel are projected to be staffed to provide the required services for the programming in each child’s IEP and instruct based on student goals and objectives.
- Should the ESY program be required to be held remotely, the instructional duration will be consistent with in-person ESY. Instructional staff are preparing their materials to deliver remote instruction or an in person traditional ESY and focus on goals and objectives.
- Plans for our LPS Summer Academy are being transitioned to account for a remote experience. The Remedial program will continue to provide 60 hours of instruction during the month of July. Our Bridge and Enrichment programs take place for 12 or 24 hours, respectively, and will also transition to an online environment. In order to permit students in these programs a similar experience, individually packaged resources will be made available for pick-up so that whether for STEM activities or art instruction, etc., students will have access to common resources with which to work.
- At this time, we await guidance from the NJDOE about any additional requirements for the Remedial program and the NJSLA testing that accompanies our ELA and Math offerings.

21st Century programs:

- Not applicable to LPS

Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery

- Plans for both traditional, in person, and online summer school for remediation/recovery are in place. Students, especially seniors, who do not earn credit in a class this year, will be contacted directly by their school counselor to discuss and finalize plans for the student to earn this credit back through completion of a remediation program that will be completed at the end of the school year, as would typically be done. The District is planning for both an in-person, or virtual, Summer Academy program which includes a comprehensive list of course offerings for remediation/credit recovery as well as enrichment and advancement options. Students and families are also provided options outside of the District with pre-approved online providers to complete courses needed for credit recovery.



- Seniors have been tracked throughout the 2019-2020 school year and continue to be closely monitored for completion of the courses required to achieve graduation and earn their diploma. At this time, all students have already met their assessment requirement for graduation. As a result, no portfolio assessments need to be submitted. Any senior who does not meet a graduation requirement due to an attendance loss of credit or failure of the course, will be provided the above mentioned options to determine a plan to recover this credit and earn high school graduation in the summer 2020.

Assessment of learning loss and an initial plan for potentially addressing learning loss

- Our plan is to use our benchmark assessment tool, LinkIt! In order to assess learning loss when we return to school in the Fall of 2020. The use of the previous grade level's end of year test in September 2020 will permit us to evaluate students' progress and needs. In the event that this assessment highlights issues, teachers will use the data to group students into strategy groups for small group instruction. Students with so-called "global needs" will be identified for participation in our Basic Skills program in ELA & Math.

STEM or other programs using reallocated grant funds

- Not applicable.

Title 1 extended learning programs

- No Title I funding is currently allocated to extended summer learning programs at LPS.

Board Approval Component 9

*Is the plan board approved? Yes No Enter Date: 5/18/2020

Notes on Component 9

Posted on Website Component 10

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

Enter Date (mm/dd/yyyy): 5/19/2020

Notes on Component 10

Information has been posted to the Livingston Public Schools website since March 13, 2020. A webpage was created that encompasses a robust set of [remote resources](#).



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

LIVINGSTON PUBLIC SCHOOLS ESSENTIAL STAFF LIST

Category	Employee Names
Administration <i>Central Office Incident Command</i>	Matthew Block (Superintendent) Steve Robinson (Business Administrator) Jamie Perette/Sal Lazarra (Managers of B&G) Tom Douglas (Managers of Tech.)
Administration <i>Central Office Support</i>	Lisa Steiger (Asst. Supt.) Patricia Ramos (Assistant BA) Toni McLaughlin (Exec Assistant) Joann Goldberg (Admin Asst) Sue Burman & Katey Rulka (HR) Lisa Deczynski & Nancy Held (Accounts Payable) Dare Romberger & Joan Reilly (Payroll & Benefits)
Administration <i>Principals</i>	Mark Stern Shawn Kelly Bronawyn O’Leary Cindy Healy Michelle Cebula Lorena Dolan Justin Toomey Sara Bright Carlos Gramata
Teachers & Certificated Staff	N/A
Technology	Andrew Kit Jared Sloven Anthony Bennett Kyle Reilly Peter Guthiel John McCormick Rob Brenneck Sal Cottone
Food Services	Michael Fassbender Nicole Cooper



<p>Building and Grounds</p>	<p>Orhan Ajeti, Walter Alejos, Erania Armstrong, Arbena Asani, Massimo Bagnasco, Benjie Beriso, Victor Calderon, Brian Cappadonna, Gennarino Deluca, Maria Dias, Ewan Douse, Carlos Duarte, Zilda Duarte, Antoinette Duncan, Maria Esposito, Maria Evora, Alan Farmer, Robert Ferraro, Zayvia Gabriel, Kevin Gibson, Lloyd Hamilton, Greville Honore, Easton Hyatt, Marken Hyka, Sarah Ilkowitz, Sereste Jean Louis, Desmond Kidd John Leitch, Maria Lekhrajmal, Joseph Matthews, Sonia Morrison, James Murray, Irena Nesimi, Joe Pepe, Jose Ra, Felice Ramano, Bayram Sahatqiu, Wendell Sater, Dison Scott, Romerio Setalsingh, Nancy Silveira, Martin Stewart, Edwin Tomlinson, Randall Toth, Jerome Valerie, Deniz Zaimaj, Michael McKenna, Ylli Alliu, Robert Banzhaf, Darren DiGeronimo, Richard Edwards, Phillip Johnson, Tony Lopa, Dan Paris, Ted Paris, Nuhi Ramani</p>
<p>Transportation</p>	<p>Deb Adler, Michael Adler, Bertha Bermudez, Dawn Elsasser, Gabe Espinosa, Jamie Fredette, Claudius Gayle, Denise Henry, Denise Hicks, Cynthia Katz-Cocuzza, Deborah Kline, Jacqueline Layne, Gewndolyn Lee, Angelo Lekkas, Kevin Lewis, Lisa Marazzo, Sandra Orejarena, Rosalina Ortiz, Colleen Piscioti, Ertha Priverger, Richard Praitano, Alan Predestin, Carmen Rivera, William Royster Maria Rubio, Galvez Silva, Andre Starnes, Lovely Stphard Gerard Victor, Jeffrie Ware, Prentiss Williams, Marlene Zulauf, Armando Zuta</p>
<p>Security</p>	<p>Deborah Murray Doug Weber Les Ambio Stu Lukowiak</p>

APSSD Applicable Only: Sharing Plans Component 12

*Was the plan shared with all sending districts? Yes No **N/A**

Notes on Component 12