



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: Burlington

Name of District, Charter School, APSSD or Renaissance School Project: Mary A. Debbins

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Susan Lafferty

Phone Number of Contact: 856-906-4184

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?		

Notes on Component 1

There are computers/technology in all residents at Legacy.



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

Case managers meaning teachers counselors & administrators

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	

Notes on Component 3

--

**Safe Delivery of Meals Plan Component 4**

Question	District Yes or No	County Yes or No
*Does the plan contain how the district will provide continued safe delivery of meals to students?	Yes	

Notes on Component 4**Length of Virtual or Remote Instructions Day Plan Component 5**

Question	District Yes or No	County Yes or No
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? <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

**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**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



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	Yes	

Notes on Component 8

Board Approval Component 9

*Is the plan board approved? ☐ Yes ☐ No

Enter Date (mm/dd/yyyy): _____

Notes on Component 9

Next board meeting until 5/14/2020 - will have approved then.

**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): 5/8/2020

Notes on Component 10**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

Notes on Component 12

MAD Essential Employees

Allen, Ronald Matthew paraprofessional
Anderson-Allen, Miriam Annette paraprofessional
Baker, Michael Clyde teacher
Baker, Tracy L administration
Barrall, Susan Ann teacher
Adams, Shawna administration
Bilek, Hillary Vista Social worker

Chester-Houston, Tanya Michele paraprofessional
Council, Tareq D paraprofessional
Cox, Brianne paraprofessional

Davis, Joe N teacher
Demarais, Stanley Thony paraprofessional
Dennis, DiShayna D paraprofessional
Diggs, Tamika paraprofessional
Driggins, Najwa S Social worker
Dunn, Aquila T paraprofessional
Faltz, Francine Supervisor
Fortis, Marangeli paraprofessional
Gayle, Gregory K paraprofessional
Glover Jr., Walter Nathaniel paraprofessional
Goetz, Patricia teacher
Gordon, Maureen Angela paraprofessional
Huyler, David teacher
Jalloh, Hawa paraprofessional
John, Shaurn Pearlina paraprofessional
Jolley, Darlene Palm paraprofessional
Julian, Jhasmyn Alexandra paraprofessional
Lettman, Doreen J paraprofessional
Mahon, Michael Charles teacher
Martin, Nicole Marie teacher
Matos, Diana teacher
Mayer, Robert Principal
McDermott, Patricia teacher
McEady, Shawn LDTC
Mneil, Tomasias S paraprofessional
Migiani, Patricia A teacher
Moore, Patricia Supervisor
Murphy, Letrice Kalil paraprofessional
Myers, Madeleine Kennedy paraprofessional

MAD Essential Employees

Nunes, Mary E teacher

Orr, Kevin paraprofessional

Perry, Jocelyn Annette paraprofessional

Pettie-Tiedemann, Jennifer Joyce Teacher

Poitras, Thomas Paul teacher

Polczynski, Mary E teacher

Ramirez, Ricardo paraprofessional

Rios, Stephanie Nicole paraprofessional

Robinson, John Lamar paraprofessional

Rudder, Mark paraprofessional

Sample Jr, Derek V paraprofessional

Schoenberg, Devin Social worker

Seenarine, Kayla Anise paraprofessional

Sims, Willie C paraprofessional

Smith, Michele C teacher

Smith, Shoewana paraprofessional

Spriggs, Shanayva S paraprofessional

Storey, Katherine Ann paraprofessional

Walker, Shelia Jean teacher

Weeks, DeOctavian paraprofessional

Williams, Anthony M paraprofessional

Wilson, Patricia Ann teacher

Wright-Frink, Naarah Mickel paraprofessional

MARY A DOBBINS-REVISED 5/6/2020

Emergency School Closure Plan for Instruction

Purpose

To prepare academics for students during the extended emergency school closure through 6/30/2020.

District Demographic Profile-100% Students with Disabilities

Total students served-87

Teacher Expectations:

- Teachers have appropriate work/project in the core areas prepared for students
- Each student has an individual file of work and supplemental reinforcing activities
- The files contain all appropriate assignments with directions on completing as well as expectations
- The activities meet the individual needs of each students
- All assignments address the IEP goals and objectives. Goals and objectives will be tracked for mastery on an ongoing basis. Logs and journals are kept for each student, as well as completed work turned in. Report cards will be distributed on their scheduled dates.
- The teachers have made available his/her email address and/or website (google classroom, classdojo, ZOOM etc.) for parents/guardians to contact them.
- Teachers reach out to homes daily by phone or technology to answer any questions and check on assignments

- Depending on the home technology capability, some or all work can be web based for day students. Residential students are taught remotely through zoom and google classroom with paper packets to be used for reinforcement activities.
- Students, who are non-academic, will be given plans for completing IEP goals and objective through functional and daily living skills activities. Included in the folders will be skill appropriate activities and/or directions for everyday independent living skills.
- Related Services-OT, PT, Counseling and Speech have created activities to be done at home to address IEP goals and support the educational needs, they will also be available to parents via the best mode of communication the parent has identified. Related services are delivered through google classroom and zoom where appropriate.
- Related service logs containing frequency and duration of service given are on file.
- One to one aides are reporting to the residential treatment homes daily to provide educational support to the Mary A Dobbins students that are also receiving residential treatment. Legacy is considered an essential agency.
- All communications will be documented and weekly logs kept on file electronically.

Attendance

Attendance is kept through our on line system. Any child that leaves a residence for 5 consecutive days or any day student that we are unable

to reach for 5 consecutive days will be marked absent and a 5 day letter will go out to the home and the district.

District contact

All district inquiries will be answered in a timely manner by an administrator from the appropriate school.

Updated plans will be sent out to all sending districts.

Progress

For residential students, all completed work is picked up and handed back in to the teacher, when new instructional materials are delivered to the residents and will be graded accordingly. For day students, USPS, fax, or email is used for completed work to be returned.

*Annual reviews are being completed on schedule through google meet, zoom or any other platform that the sending district requests.

Meals

Mary Dobbins School provides both breakfast and lunch to the residential students while school is closed. The meals are prepared in the kitchen, packed up safely and delivered to the homes. Day students were directed to their sending districts should they need meals for the students.

Building Upkeep

During school closure, maintenance and custodial workers are reporting to work every day to clean and work on any issues that may arise in the schools.

ESY

Pending the governor's decision on the opening of school buildings, we are preparing a safe health plan to contain a dual delivery system, including remote instruction and in school instruction depending on the need of the student. We are discussing split sessions should the buildings be able to be utilized in order implement social distancing. That includes, but doesn't limit us to splitting the classrooms in half if they are too large, so there are limited people in the room, bringing half of the students in, in the AM and the other half in the PM. We are also planning on utilizing a schedule for the students which is more active for the summer months creating activities that can be done outside and/or in other on-campus locations while practicing all safety precautions. We are planning for remote instruction for the students who may not be able to attend in the school for one reason or another.

- Safe practices/social distancing
- Hand sanitizer will be available to all staff and students.
- Everyone will be encouraged to wash hands frequently.
- Temperatures of both staff and students will be taken daily, prior to entering any buildings or vehicles.
- Masks will be given to all staff and students to be worn at all times.
- Lunches will be staggered and staff will accompany students to various locations in order to create more space between individuals who will have to remove their masks for eating purposes.

GRADUATION

- Currently planning for a remote ceremony