



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 Executive Order No. 107, signed on March 21, 2020, superseded EO 104 and continued the necessary closure of all schools.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: Bergen

Name of District, Charter School, APSSD or Renaissance School Project: Glen Rock

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Brett Charleston

Phone Number of Contact: 201-445-7700

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?	✓	
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)?	✓	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?	✓	
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?	✓	
*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



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?	✓	
*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?	✓	
*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?	✓	
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	✓	

Notes on Component 2

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

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?	✓	

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.	✓	

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?	✓	
*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?	✓	

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?	✓	

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 <i>N/A</i>• Title 1 extended learning programs <i>N/A</i>• Any preliminary plans for Class of 2020 graduation ceremonies	<i>✓</i>	

Notes on Component 8

Board Approval Component 9

*Is the plan board approved? Yes No

Enter Date (mm/dd/yyyy): 05/12/2020

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): 05/13/2020

Notes on Component 10

[Empty text box for 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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Component 11

[Empty text box for 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

N/A

GLEN ROCK PUBLIC SCHOOLS

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Posted: March 20, 2020

Revised: May 11, 2020

BOE Approved: May 12, 2020

Reposted: May 13, 2020

Plan and Guidelines for Glen Rock Public Schools COVID-19 Virtual School Days

Glen Rock School District (GRSD) will create meaningful and innovative ways to deliver virtual instruction for all students during the COVID-19 public health emergency.

Proposed Solution: As the NJDOH directed that schools be closed, the Glen Rock School District (GRSD) will implement the virtual school option, pending county executive office approval. GRSD will implement an instructional experience that “provides an exceptional education to all students to cultivate resilient, responsible and engaged global citizens” [GRSD District Vision Statement] and meets state guidelines.

Preparation: Our teachers will design and execute virtual learning activities in two ways. One way is through **synchronous** learning, which means that all students will be required to be virtually present in a chat room, discussion or online platform in order to interact with their teacher and fellow students in real-time. At the High School and Middle School, teachers have been instructed to schedule all synchronous learning to be aligned with the bell schedule so that students are not double booked with synchronous learning appointments. The second method of virtual learning is called **asynchronous**. In this method, teachers, including all elementary staff, design experiences that can be completed anytime throughout the day without the need for real-time, live feedback. Many teachers will be using this asynchronous method or a mixture of both methods. All instruction will be aligned to NJSLs and district curriculum.

Accountability/Attendance: To ensure that students get credit for “attendance”, as students log in and/or communicate with their teacher via the Schoology learning management system (LMS), the teacher will mark that student “present” in Genesis. If the teacher does not communicate at some point with the student or the student does not log in to Schoology during school hours, the student shall be marked “absent”. Every school day will run on the school district schedule: 7:50 am- 2:54 pm for high school students, 7:50 am - 3:00 pm for middle school students (middle school instruction will run from 7:50 am - 12:26 pm with office hours and individual help provided from 1:26 pm - 3:00 pm), and 8:30 am - 3:00 pm for elementary students (elementary instruction will run from 8:30 am - 12:30 pm with office

hours and individual help from 1:30 pm - 3:00 pm). District staff including teachers, counselors, CST, and administration follow up with students that are having difficulty with remote learning, not submitting assignments, and/or refusing to partake in instruction and provide remediation and support as needed. As of this submission, student attendance is much higher vs. traditional instruction. The district will adhere to its current policies regarding attendance specific to promotion and retention.

English, Social Studies, Science, Math, World Language, Tech Ed Lessons: Students will be engaged in a variety of learning activities both online and offline. While online, students will access digital textbooks, instructional videos, teacher created content, discussions, and commercially developed digital instructional materials which support the adopted curriculum units. Students will create a variety of different forms of content, including: digital portfolios, online discussions, writings, presentations, videos and podcasts. Many teachers have identified content specific software and websites which support the curriculum and the students can use. Also, students may be assigned other offline activities such as journaling their physical activities for their physical education class or cooking for their family & consumer science class.

Elementary students will maintain their usual weekly instructional schedule with specials (Library, PE, Art, Music). Students will be able to access their instructional activities and lessons from a link on the front of their teacher's Schoology page (Updates). The links will take the students to a template with planned activities by all specialists.

Elementary students enrolled in Basic Skills Instruction - Reading, Basic Skills Math, Special Education, Spanish, and English as a Second Language (ESL) will also be able to access their instructional activities and lessons from the specialists' link on their classroom teacher's Schoology Updates page.

Differentiation:

K-5 Differentiation of Instructional Time, Assignments, and Independent Work: In addition to a daily schedule of assignments and independent work, teachers provide small group and individual instruction to students during live video meetings. Students' virtual assignments and materials are modified, when necessary, to meet individual learning needs and styles. Opportunities for reinforcement and enrichment are designed and provided by assigning tasks to specific groups of students via Schoology and live video lessons. When applicable, students are given the opportunity to choose their own learning pathways across the curriculum and collaborate with their peers in a virtual setting.

K-5 Differentiation of Measures of Student Learning: Teachers in grades K-5 measure student learning progress as defined by the district's identified standards-based curriculum priorities. Google Drive assignments can be submitted to teachers through Schoology. Teachers can monitor student progress on these documents in real-time and provide students with feedback. Teachers also use the Discussion feature on Schoology to encourage student collaboration and to monitor students' understanding. Additionally, teachers can also utilize the Assessment feature on Schoology to create and assign differentiated assessments. Teachers can also use Google Forms to formatively assess the key lesson concepts for the day. For younger students, pictures of written work can be submitted to teachers through Schoology, email, or Google Drive. Finally, our K-5 teachers use outside progress monitoring websites to measure student learning in math and ELA.

6-12 Differentiation and Measures of Student Learning: 6-12 teachers are differentiating instructional time by varying strategies including, but not limited to: direct instruction via live conferencing on Schoology LMS and/or ZOOM, student-paced modules via Google Slides and/or Nearpod, virtual field

trips, group work via Google Drive, discussion boards, science lab activities using ExploreLearning.com, math activities on IXL and much more. Teachers continue to use assessment data for tiering and “grading groups”, a feature within Schoology, to discreetly and individually assign students work at their skill-level as well as offer mini-lessons and extra help to those at lower skill levels through “office hours”. 6-12 teachers are continually assessing students individually through a variety of means including digital assessments (Schoology), one-on-one conferencing (Zoom), student video feedback (Flipgrid), writing feedback (Google Docs) as well as group assessments on a variety of projects.

Special Services Accommodations: Collaborative teachers will co-plan the lessons with their partners. In addition, collaborative teachers will proactively reach out to students with IEPs in their class to address challenges related to remote learning. Special program teachers will work with CST to plan appropriate, supported, and scaffolded activities for their students.

Physical Education Classes not currently in the health portion of the curriculum will shift to the health units while in a virtual day mode. Physical Education/Health teachers will develop lessons with a grade level focus aligned with the K-12 curriculum. The teachers will create lessons on hygiene and germ transmission prevention as well as lessons that complement the work they have already accomplished on mindfulness, stress reduction, and mental health awareness. Students are receiving lessons in Physical Education which encourages them to be active and safe if they are healthy and physically able, and to log/journal their physical activity..

Related Arts, Music Classes: These programs/classes will emphasize individual performance and creations by students. Students will be provided with the opportunity to explore and use a variety of digital tools though individual and collaborative assignments and projects. For example, music teachers will plan and provide resources for students to collaboratively create and play/sing arrangements from their own homes through the use of the teacher’s Schoology course.

Guidance and CST Members will share expectations with their respective departments for ways to be productive and engage with students during this day. Counselors and CST members will establish available office hours for students and/or parents to communicate with them. Counselors and CST members will be responsible for staying in touch with students for whom we know might find this type of learning a challenge. Additionally, counselors, when feasible, will virtually conduct course selection meetings, grade level conferences, etc., and continue to provide practical levels of support for students experiencing difficulties. In addition, counselors will monitor student progress and achievement (especially 12th grade students), and provide references to avenues for credit recovery to those students requiring it.

Summer Programing:

The district will hold ESY, either traditional or remote, for students with disabilities and are prepared should either situation occur. High School counselors reviewed senior transcripts and there are no seniors that will lose credit or be short credits needed for graduation. Additionally, a review of students in grades 9-11 also shows that there are no students in danger of losing credit or being short credits based on their grade level. The district is researching the curriculum and current student progress and will make necessary curricular adjustments and, if necessary, provide remediation to students when and where feasible.

Students Without Wifi Access: Students without wifi access have been identified and will be provided with a wifi hotspot by the district for the duration of the extended closing in order to engage with

instruction and learning activities. All students that requested a district issued computer have been provided one.

Students Eligible for Free and Reduced Lunch: We have been in communication with our food service vendor, Pomptonian. In the event of a school closing under the state criteria, Pomptonian will provide a Grab-and-Go meal at the student's individual school or if a delivery system would be necessary, the meal will be delivered to the student's home.

Submitted by:



Dr. Brett Charleston
Superintendent of Schools

Appendix: NJDOE Checklist for Emergency Preparedness Plans

Section 1: Equitable Access to Instruction Plan

Does the plan include equitable access to instruction for all students?

The plan includes equitable access to instruction for all students. PreK-12 students were provided with a computer and all have access to our LMS (Schoology). Students that require modifications will receive them through differentiated assignments through Schoology or direct contact via email, Zoom, Schoology, other other platform from a CST Case Manage, special educator or teacher of ELL.

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)?

Category	Student Count
Pre-School (if state funded)	0
Homeless	0
Low Socioeconomic	16
Students with Disabilities	550

English Language Learners (ELLs)	38
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Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan?

Yes, staff and administration will ensure that lessons will be differentiated by grade level and students' individual learning needs as they would in the classroom.

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?

All students in Grades PK-12 have the option to have a district-issued computer for the duration of remote instruction due to COVID-19. Students who we have identified in Grades PK-12 as not having full access to technology due to lack of WiFi will receive it free during the extended closure through the local internet provider, Altice. We also provided MiFi to students who were unable to connect via Altice. There are no students in the district that do not have access to internet / WiFi.

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?

Students without wifi access have been identified and have been provided with a wifi hotspot by the district for the duration of the extended closing in order to ensure equitable access to instruction and learning activities. All students that requested a district issued computer have been provided one. There are no students in the district that do not have a device nor are without internet access.

Section 2: Addressing Special Education Needs

Does the plan address the provision of appropriate special education and related services for students with disabilities?

Each student with an IEP will continue to be provided with the special education and related services as identified in their IEP or a plan developed under Section 504.

Does the plan include adapted materials and assignments to meet student needs?

Yes, students will be provided with modified and adapted materials and assignments via a variety of platforms and or as indicated by their IEP. Any student who requires hard copy materials have been given those materials or will have them sent via mail. If there is a need for additional supports, general education teachers, special education teachers, related service providers, and case managers will be available by teleconference and or videoconference to support the student.

Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled?

When possible, IEP reviews and meetings and or evaluations will take place virtually (as developmentally appropriate) as per NJAC 6A:14-2.3(k)6 ", parental participation may include the use of electronic

conference equipment to conduct a videoconference or conference call." Consideration will be made if a parent wishes to meet 'face to face' or in a small group setting with as minimal face to face contact as possible. All meetings and evaluations missed will be made up as soon as it is safe to do so.

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?

Parents, including those who are out of the district, will receive communication in their native language with the use of translators via phone, video or material translated to their native language.

Does the plan consider the needs of students who are medically fragile?

Students who are medically fragile are advised to follow the direction of their doctors. The IEP Team would be required to follow these directions after concurrence with our district doctor. Any services missed would require the IEP team to make an individualized determination as to whether compensatory services are needed under applicable standards and requirements.

Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined?

Extensive plans to deliver related services virtually have been individualized, created and have been shared with families. If a child does not receive adequate services during the closure, the student's IEP team or appropriate personnel must make an individualized determination whether and to what extent compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost.

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?

Communication with parents of all students, including students who are out of district, is included in the plan. If the district is closed but the out of district school is open, the student will continue to attend the OOD placement and transportation to and from the placement will continue uninterrupted.

Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close?

The plan considers transportation for students attending OOD schools and how and when to inform the vendors if schools close. All bussing out of the district is managed by Region I.

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

Case managers, special education teachers and building administrators are tracking student attendance and student performance through frequent communication and collaboration. Case managers collaborate with general education and special education teachers on an ongoing basis to assure compliance with any and all IEP provisions.

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?

Case managers communicate with parents and guardians through email, phone calls, and virtual meetings. Case managers are documenting parent communication through the use of communication logs.

Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?

IEP meetings are held virtually in compliance with the N.J.A.C. 6A: 14 code (participants include special education teacher, general education teacher, parent, case manager, guidance counselor, related service providers-if student is receiving services). Identification meetings will be scheduled by the case manager when school resumes. In addition, CST evaluations will resume when school resumes. All reevaluations will be completed if a student can be found eligible or ineligible based on prior testing or the completion of partial testing completed prior to school closure. During an extended public-health related school closure, related services are provided through virtual, remote, or other online platforms, as appropriate and as required by the student's IEP to the greatest extent possible. Related services providers are documenting therapy sessions through therapy notes.

Section 3: Addressing ELL & Bilingual needs

Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?

ESL teachers provide instruction to eligible ESL students daily. The ESL curriculum is implemented through the Schoology LMS platform which includes a student and parent portal, interactive and live instruction with students using Schoology Conferencing and Zoom apps.

Does the plan contain how the district communicates with ELL families, including translated materials and directions?

The ESL curriculum, based on NJSLs and WIDA standards, continues to be implemented via the Schoology learning management system. This platform includes a student and parent portal and allows parents to be informed of instructional updates, student assignments and student progress.

Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?

ESL teachers provide instruction to eligible ESL students daily and arrange live conferences with their classes or individual students to differentiate instruction, monitor student performance, and engage students. The Schoology Learning Management System has an embedded tool to change the system into other languages as needed. In addition, teachers create instructional materials and documents with Google, which has a translation tool, which teachers use as needed. Teachers use a variety of interactive applications, digital resources and live instruction (Schoology Conferencing and Zoom apps) to differentiate instruction and engage students. All ESL students have access to a device. Any student who did not have access to a device at home was provided with a laptop or chromebook by the district. The

district provides a technology help desk and support, which students and parents can access and report challenges via email.

Section 4: Meal Distribution

Does the plan contain how the district will provide continued safe delivery of meals to students?

Eligible students can pick up their meals on Mondays and Thursdays between 11:00 am -12:00 pm at the Glen Rock HS/MS lobby. Meals picked up on Monday are for Monday, Tuesday, and Wednesday. Meals picked up on Thursday are for Thursday and Friday.

Does the plan address the provision of school nutrition benefits or services for eligible students?

Yes the district does have provisions in place to provide nutrition benefits to eligible students. Of the 14 eligible students only one family with two eligible children are currently participating in the program. Lunches are prepared at another local satellite school and delivered to the High School on Mondays and Wednesdays for parent pickup. On Monday's a two day supply of lunches are provided and on Wednesday and three day supply of lunches are provided. To date the provision has worked well and no complaints have been received.

SFA Name:

Agreement #:

Date Meal Distribution will begin: **March 16th, 2020**

Date Meal Distribution will end: **June 18th, 2020**

Schools/Site where distribution of meals will take place: **Glen Rock High School Main Lobby**

Meals to be claimed for reimbursement per day: (up to two meals, or one meal and one snack, per child per day): **N/A**

Section 5: Length of Virtual or Remote Instructions Day Plan

Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible?

Every school day will run on the school district schedule: 7:50 am- 2:54 pm for high school students, 7:50 am - 3:00 pm for middle school students, and 8:30 am - 3:00 pm for elementary students. The district also provides "office hours" for K-12 students and parents each school day so that they can answer instructional and programming questions in addition to being provided individual support.

Section 6: Attendance Plan

Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?

Yes, the district ensures that students get credit for "attendance", as students log in and/or communicate with their teacher via the Schoology learning management system (LMS), the teacher will mark that student "present" in Genesis. If the teacher does not communicate at some point with the student or the student does not log in to Schoology during school hours, the student shall be marked "absent". The remote learning plan attendance procedures aligns to the district attendance policy.

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?

District staff including teachers, counselors, CST, and administration follow up with students that are having difficulty with remote learning, not submitting assignments, and/or refusing to partake in instruction and provide remediation and support as needed.

Section 7: Facilities Plan

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

Yes. Since the Governor's closure of the schools beginning on Monday, March 16th the district's custodial staff started it's thorough summer cleaning at each of the district schools. Summer cleaning is typically completed during the months of July and August. At each school once summer cleaning of classrooms is completed the respective rooms are locked down. The district has continued to keep its security staff employed and access to the district's schools are closely monitored and all staff access requires prior advance approval by the security department. The staff is using this unique extended period of time to complete cleaning tasks that cannot always be completed during the July and August time period.

Many of the maintenance activities that are typically completed during the summer months are currently underway or being scheduled. Construction activities relating to the district's March 2019 referendum that were slated to start at the end of the school year in June have already begun so as to take advantage of the additional time available due to the closure of the schools.

Section 8: Summer Programming

Does the plan contain a preliminary outline for the provision of summer services?

The district will hold ESY, either traditional or remote, for students with disabilities and are prepared should either situation occur. The district is researching the curriculum and current student progress and will make necessary curricular adjustments and, if necessary, provide remediation to students when and where feasible.

The district will hold a virtual graduation on June 18th, 2020 so that students can officially graduate and receive their diplomas. In addition, the district scheduled, if restrictions are lifted, a traditional graduation ceremony on July 30th, 2020 and, if needed, September 26th, 2020.

Essential Personnel

Superintendent: Manage the day to day operations of the district, hand out laptops, prepare agenda, interview candidates, oversee virtual learning instruction, address parent questions and concerns

Business Administrator/Board Secretary: prepare agenda, finalize budget, pay bills, prepare minutes

Payroll Clerk: Run payroll

Director of Security: Secure premises, arrange and grant permission for visitors, secure mail, distribute mail

Prompton Food Services: 2 food service workers to prepare lunch for our Free and Reduced lunch students

Maintenance/Custodial: 14 total workers to clean, disinfect, operate the boilers, and make repairs as needed

The remote learning plan was approved by the Glen Rock Board of Education on Tuesday, May 12th, 2020.

GLEN ROCK PUBLIC SCHOOLS

Michael Rinderknecht
 Business Administrator/
 Board Secretary



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May 13, 2020

RESOLUTION OF THE GLEN ROCK BOARD OF EDUCATION

The following is an excerpt from the official minutes of the Committee of the Whole Meeting of the Glen Rock Board of Education held on May 12, 2020.

GENERAL RESOLUTIONS

Motion made by Ms. Findley Seconded by Ms. McNabola to approve Resolution G1 as listed below.

	Dr. Brennan	Ms. Findley	Mr. Hayward	Ms. McNabola	Dr. Pucci-Bender	Ms. Rundell	Mr. Scherer	Mr. Torsiello	Ms. Scarpelli
YES	√	√	√	√	√	√	√	√	√
NO									
ABSENT									
ABSTAIN									

G1. Whereas, in response to the COVID-19 pandemic, the Governor has declared a state of emergency and a public health emergency, and ordered all schools closed for in-person instruction; and

Whereas, in response to the COVID-19 pandemic, the Legislature has revised N.J.S.A. 18A:7F-9 to permit the use of remote instruction to establish compliance with the 180 school day requirement during a public health emergency, subject to Board approval of a remote instruction program;

Now therefore, be it resolved that the Board hereby approves the District's program of remote instruction to meet the 180 school day requirement, which was previously submitted to the Department of Education on March 13, 2020, and implemented since the District's closure on March 16, 2020.

I hereby certify the above to be a true copy of a resolution passed by the Glen Rock Board of Education at the Committee of the Whole Meeting held on May 12, 2020.

Certified:

Michael Rinderknecht

Michael Rinderknecht
 School Business Administrator/
 Board Secretary