

Health Related Closure Preparedness & Continuity Plan



MOUNT HOLLY
TOWNSHIP SCHOOL DISTRICT

March 2020

Contents

Purpose	1
Guidance from the New Jersey Department of Education.....	2
MHTSD Health Related Closure Preparedness & Continuity Plan	3
Communication	3
Demographic Information.....	4
Technology Needs.....	4
Special Student Populations	5
Health Related Preparedness and Response Team.....	5
Essential Personnel	6
School Nutrition Services	7
Remote Learning, Home Instruction.....	8
<i>Learning Plan Development.....</i>	8
<i>Remote Learning Plan Guidelines</i>	9
F.W. Holbein Middle School (Grades 5-8).....	9
Gertrude Folwell Elementary School (Grades 2-4)	9
John Brainerd Elementary School and Head Start (Preschool to Grade 1)	10
<i>Dissemination of Lessons and Staff Responsibilities</i>	11
F. W. Holbein Middle School.....	11
Gertrude Folwell Elementary School	11
John Brainerd Elementary School and Head Start	12
<i>Grading and Special Considerations</i>	13
Workforce Roles and Responsibilities.....	15
Health and Safety Protocols	17

Purpose

This plan provides guidance to the Mount Holly Township School District and serves as the plan for maintaining essential functions and services during a health related closure. It does not replace or supersede any laws or policies; it simply serves as a guideline to address continuity of operations of the school district, aligned to the requirements set forth by the New Jersey Department of Education (NJDOE) specific to health related school closures, under written directive from the New Jersey Department of Health, New Jersey Department of Education, or local health agencies.

Guidance from the New Jersey Department of Education

“On March 2, 2020, the New Jersey Department of Health (NJDOH) published guidance for childcare facilities and K-12 schools regarding the impact that the current outbreak of 2019 Novel Coronavirus (COVID-19) might have on their communities. That guidance is available on the NJDOH’s COVID-19 Information for Schools and Businesses webpage and was disseminated by the New Jersey Department of Education (NJDOE) via special Broadcast on March 3, 2020. The guidance emphasizes that the most important thing for schools to do now is plan and prepare. Among other planning procedures, the guidance advises that schools may be asked to close preemptively or reactively, therefore schools should be making plans for what to do if there are recommendations for closing schools or cancelling events.”

“NJDOH guidance identifies school closure as a potential strategy to limit transmission within a community. In the event a board of education is provided a written directive by either the NJDOH or the health officer of the jurisdiction to institute a public health-related closure, the board of education may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, or any other means developed by the district to meet the needs of its students. Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this memo will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.”

“To be clear, this flexibility to count a day on which public school facilities are closed toward the board of education’s statutory 180-day requirement applies strictly to public health-related school closures and not to any other type of closure or other days on which public school facilities are not made available. Closures made absent a written directive from either the NJDOH or the health officer of the jurisdiction will not count.”

“All boards of education should develop a school health-related closure preparedness plan to provide home instruction in the event of such a closure. The planned services should include equitable access to instruction for all students. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students. The preparedness plans should be submitted to the Executive County Superintendent.” *NJDOE*

MHTSD Health Related Closure Preparedness & Continuity Plan

The school district is prepared to educate its students during a health related closure. We have developed protocols and procedures for remote learning for preschool to grade 8 students, in accordance with home instruction policies and following the NJDOE Guidelines for public health related school closures. The preparedness and continuity plan meets the three most important criteria: equitable access to instruction for all students, provisions for appropriate special education and related services for students with disabilities, and provisions for school nutrition services for eligible students.

In the event of a health related school closure for 3 days or less, the district will not implement the preparedness and continuity plan.

If a long-term school closure (in this case more than 3 days) is necessary for public health related reasons, the district will implement the preparedness and continuity plan on day 2. Day 1 of the long-term school closure will be an in-service day for staff to prepare for remote learning, equitable access, special education provisions, and food services. Remote learning will continue from day 2 until the district is permitted to open its doors to students. Each day of remote learning will count toward the school district's 180-day school calendar.

Each day that counts toward the district's 180-day school calendar, whether learning on location or via remote learning, is considered a normal working day; therefore, normal working hours apply to every school district employee.

The essential functions of the district will continue as long as possible while buildings remain open and operational. Details on those functions can be found below. It is expected that all schools and the central offices will remain operational, whether on location or via remote locations. If one or more buildings must be closed, the remaining building(s) can be used. If all buildings must be closed, the district is prepared to work remotely to maintain essential functions like payroll, health benefits, instruction, food distribution, and communication.

Communication

Communication to district employees and stakeholders is paramount during a health related school closure. The district follows normal school closing protocols:

- Contacting MHPD, OEM, and Township Manager,
- Contacting Head Start, private school providers, out of district schools/institutions, and transportation/bus companies.

Employees and stakeholders require explicit information and continuous, consistent, and prioritized messages. The district will use all available communication tools to provide district employees and the community with information and updates regarding office hours, food distribution, remote learning procedures and protocols, and business operations. The

Superintendent of Schools is responsible for leading the communication strategy and media relations. Communication will be provided in English and Spanish, and at the request of the family, support for students and families speaking a language other than English or Spanish. The methods of communication to employees and stakeholders will include:

- Phone calls;
- Text messaging;
- Emails;
- Social Media;
- Updates to the designated webpage;
- Hard copy, snail mail letters and flyers, as appropriate.

Demographic Information

To date, March 2020, the Mount Holly Township School District services 1100+ students in Preschool through 8th grade, with approximately 60% of our student population found eligible for free and reduced meals. Furthermore, the district serves 54 homeless students and 2 migrant students. Our students with disabilities compose 19% of our student population, while 3.5% of our students are designated as English Language Learners. Currently our school district provides preschool for general education students (103) and students with disabilities (13). 27 of our 1100+ students attend out of district schools.

Technology Needs.

Students. The Mount Holly Schools provides a laptop/tablet (i.e. Chromebook) to every student in grades 5 through 8, and at a ratio of 1 laptop/tablet for every 2 students in grades PK to 4. During a health related school closure incident that calls for remote learning, all students in grades 2 to 8 will have a laptop/tablet to take home for the most effective learning opportunities.

Following a survey in early March, approximately 85% of the students have wifi and/or internet capabilities in the home; however, the percentage with a true confidence interval is approximately 75%.

Staff. All secretarial staff, administration, and educational specialists (nurses, counselors, child study team, speech/language therapists, master teacher, community specialist) have remote access to the office telephones and office computers. Teachers will be offered a district Chromebook and/or remote access to their classroom/office computer, as well as the use of their school/classroom telephone to be used at home.

Special Student Populations

Special Education Out of District Students. During a health related closure, MHTSD ensures that each OOD school/institute provides its preparedness and readiness plan. The plan is approved by the Director of Special Services and the Superintendent. The Director of Special Services and Child Study Team will oversee the plan and continue to case manage for IEP compliance, instruction, related services, and academic progress. Case managers will communicate with parents of students in out of district placements.

Special Education In District Students. In addition to appropriate administration, educational staff, and specialists ensuring each student's IEP is followed with fidelity for developmental and academic progress, effective communication strategies will be employed for staff and parent collaboration. All evaluation, IEP review meetings, eligibility meetings, and reevaluation meetings will follow IDEA guidelines and timelines. Meetings will be held via remote platforms, i.e. Google Meet or Zoom.

Related services such as speech, occupational and physical therapies, counseling and any other service as listed in student IEP are provided during a health related closure via remote services, when possible, and only if the services are effective. Compensatory services for any related services not met during the school closure will be implemented once the school buildings reopen and a more traditional in-person related service is possible.

Medically Fragile Students. The Mount Holly Township School District serves a number of students who are medically fragile or who have special medical needs. All school nurses and our medical professionals that work with our students and schools will be coordinating and communicating together and working with our families to serve the needs of these children. School nurses will be communicating with families and making their consultative services available during any closure.

English Language Learners. ELLs are supported by their ESL teacher via remote home instruction in the same manner, and to the extent possible, as learning in the traditional classroom, following each student's learning goals, and in accordance with state standards and WIDA guidelines.

Health Related Preparedness and Response Team

During this time of planning and potential implementation of this plan, the following people are part of the Health Related Preparedness and Response Team for the School District:

- Superintendent
- Business Administrator
- Director of Curriculum and Instruction
- Director of Special Services

- School Principals and Vice Principal
- Supervisor of Buildings and Grounds
- Technology Coordinator
- School Safety Specialist
- Food Services Manager

... with the support and guidance from the Office of Emergency Management (OEM), Mount Holly Police Department (MHPD), Township Manager, and Board of Education.

Essential Personnel

During a health related school closure, the district limits the building use to essential personnel. Essential personnel will vary based on cleaning and maintenance, food distribution, mail/deliveries, office responsibilities, administrative functions, and remote learning capabilities. During a health related crisis, personnel should follow all health protocols, as directed by the NJDOH and NJDOE.

Food distribution essential personnel (2 days per week, 8am to 11am).

- Food service employees per school (up to 3) for food preparation and food management.
- Administrators (up to 9) for oversight, management, community support, remote learning support, and safety.
- Custodial/maintenance staff (up to 14) for cleaning and maintaining all three sites.
- Courier (1) for food delivery to school sites.
- Secretarial staff (up to 8) for office management, community support, and remote learning support.
- A nurse may be called upon to monitor health of food service and essential personnel.

In-person office hours (2 days per week, 9am to 12pm, during days of food distribution).

- Administrators (up to 9) for oversight, management, community support, remote learning support, and safety.
- Custodial/maintenance staff (up to 14) for cleaning all three sites.
- Courier (1) for mail delivery.
- Secretarial staff (up to 16) for office management, mail, deliveries, maintaining effective business and operations, community support, and remote learning support.
- All technology support staff (up to 6) for on location, remote working, and remote learning assistance.

Teachers and educational specialists work remotely 5 days per week and are permitted on campus on a case by case basis and for a short time period per visit for technology support, remote learning needs, or as directed to support the local, regional, or state health related school closure needs.

By week 3, day 11 of remote learning, the district will assess the number of essential personnel on location, and continue to attempt to reduce the number of personnel on location, while maintaining

safety, cleanliness, remote learning capabilities, and the effectiveness and efficiency of its operations.

School Nutrition Services

Nutrition for students eligible for free and reduced meals is a priority for the school district. The district and its food vendor, Nutri-Serve, recognize the importance of a healthy, nutritious breakfast and lunch as a necessary component to student learning, achievement, and overall well-being. We have developed a school nutrition services plan for the remote learning days. The nutrition services plan for health related school closures is communicated with families on a weekly basis and updated regularly on the district website. The communication will be provided in English and Spanish. The plan is as follows:

- Utilize the temporary Summer Seamless Option (SSO) program in SNEARS to serve all students and students' siblings, regardless of free/reduced meal eligibility.
- Serve meals 2 days per week for a total of 5 breakfasts and 5 lunches per week.
- Identify one or more schools to serve food. The site(s) will be determined weekly by the Superintendent, in cooperation with health officials.
- Prepare distribution location to increase social distancing and other safety measures with the support of health officials and the school resource officers.
- Provide a safe route to schools in cooperation with the MHPD.
- Communicate with families about site location, operation times, and procedures (in multiple languages).
- Principals direct and manage food services, daily, and organize secretarial staff and/or educational specialists to assist food distribution operations.
- Breakfast and lunch are served at the same time, one time during the day, between 8am and 10am.
- Meals are previously prepared and packaged for students 'to go'.
- Meals are in accordance with the Healthy and Hungry Free Kids Act (HHFKA). Student food allergies are addressed.
- Parents and/or students can pick up the meals at any of the three locations to support those walking to the site.
- Determine food bank locations to donate excess food.

Remote Learning, Home Instruction

Based on home instruction policies, students are required to receive at least 10 hours of academic support from a certified teacher. It is expected that teachers are online, available for students in real time for at least 2 hours per day. The other hours of the day are designated to planning, meeting, parent communication, and more.

“The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). For a student with disabilities, the home instruction shall be consistent with the student’s Individualized Education Plan (IEP) to the extent appropriate, and shall meet the New Jersey Student Learning Standards. For a student without disability, the home instruction shall meet the New Jersey Student Learning Standards and the requirements of the Board for promotion to the next grade level.”

Special Education. Special Education Teachers create modified assignments, adapted materials, and assignments based on the IEP requirements and student needs. The IEP must be followed with fidelity, to the extent possible during a health related school closure. Special Education Teachers who are assigned to pull out resource or self-contained settings will create lessons commensurate with the needs of students in their classroom. In these cases, Remote Lesson Plans will appear different than general education counterparts.

See special education, page 5.

Equity. As indicated, approximately 15% of the students require offline learning resources. Students without online capabilities are provided books, worksheets, and activities. Students will also receive contact from teachers, guidance counselors, nurses, and case managers in an equitable manner as compared to the students using technology.

Offline options fulfill the same requirements as online lessons. Each teacher prepares a master copy of the needed documents for each offline lesson. These master copies are submitted to the building principal. Parents or students can request hard copies at any time. The district provides hard copies within 48 hours of the request.

Learning Plan Development.

During a long-term school closure, the Mount Holly Township School District has developed a state approved home instruction remote learning plan. Our goal is to ensure that learning continues. Teachers prepare both digital and offline lessons that are intended to continue student learning remotely.

Every teacher develops a 5-day instructional plan weekly, with a framework designed to post lessons daily.

Remote Learning Plan Guidelines

F.W. Holbein Middle School (Grades 5-8)

- Each lesson should not exceed a completion time of more than 45 minutes.
- Each lesson must include:
 - NJ Learning Standard(s)
 - Lesson Objective
 - Procedures
 - Learning Activity
 - Offline Option
- All remote lesson plans will be submitted to administration as Google Docs in the ***Holbein E-Learning*** folder.
- Google Classroom Assignments
 - Make sure all links are accessible to students (i.e. Google Docs should be shared via Google Classrooms and all remote lessons will be assigned via Google Classrooms)
 - Make sure that all assignments in the Google Classroom can be turned-in through the Google Classroom. (make sure documents are editable)
 - Lessons must not require students to use additional resources beyond their school-issued Chromebook (i.e. printer, poster board paper, glue, markers, etc.).

Gertrude Folwell Elementary School (Grades 2-4)

- Each planned lesson should not exceed a completion time of more than 30 minutes.
- Each planned lesson must include:
 - NJ Learning Standard(s)
 - Lesson Objective
 - Procedures
 - Learning Activity
 - Offline Option
- All remote lesson plans will be submitted to administration as Google Docs in the ***Folwell School Closure Preparedness Plans*** folder.
 - Lessons must not require students to use additional resources (i.e. printer, poster board paper, glue, markers, etc.)

Fourth Marking Period

Folwell students will be provided a school issued Chromebook. Teachers will provide online instruction through Google Classroom. When this procedure begins, teachers will adhere to the following expectations:

- Each lesson should not exceed a completion time of more than 30 minutes.

- Each lesson must include:
 - NJ Learning Standard(s)
 - Lesson Objective
 - Procedures
 - Learning Activity
 - Offline Option
- All remote lesson plans will be submitted to administration as Google Docs in the ***Folwell School Closure Preparedness Plans*** folder.
- Google Classroom Assignments
 - Make sure all links are accessible to students (i.e. Google Docs should be shared via Google Classrooms and all remote lessons will be assigned via Google Classrooms)
 - Make sure that all assignments in the Google Classroom can be turned-in through the Google Classroom. (make sure documents are editable)
 - Lessons must not require students to use additional resources beyond their school-issued Chromebook (i.e. printer, poster board paper, glue, markers, etc.).

John Brainerd Elementary School and Head Start (Preschool to Grade 1)

- Each planned lesson should not exceed a completion time of more than 30 minutes.
- Each planned lesson must include:
 - NJ Learning Standard(s)
 - Lesson Objective
 - Procedures
 - Learning Activity
 - Offline Option
- All remote lesson plans will be submitted to administration as Google Docs in the ***Brainerd Pre/K/1 Preparedness Plans*** folder.
 - Lessons must not require students to use additional resources (i.e. printer, poster board paper, glue, markers, etc.)

Fourth Marking Period

If there is an extension of governmental school closure, first grade students may be provided a school issued Chromebook. Under administrative directive, teachers will provide online instruction through Google Classroom. When this procedure begins, teachers will adhere to the following expectations:

- Each planned lesson should not exceed a completion time of more than 30 minutes.
- Each planned lesson must include:
 - NJ Learning Standard(s)
 - Lesson Objective

- Procedures
- Learning Activity
- Offline Option
- All remote lesson plans will be submitted to administration as Google Docs in the ***Brainerd Pre/K/1 Preparedness Plans*** folder.
- Google Classroom Assignment
 - Make sure all links are accessible to students (i.e. Google Docs should be shared via Google Classrooms and all remote lessons will be assigned via Google Classrooms)
 - Make sure that all assignments in the Google Classroom can be turned-in through the Google Classroom. (make sure documents are editable)
 - Lessons must not require students to use additional resources beyond their school-issued Chromebook (i.e. printer, poster board paper, glue, markers, etc.).

Dissemination of Lessons and Staff Responsibilities

F. W. Holbein Middle School

Holbein Staff Responsibility.

Teachers are required to be available for students in real time between the hours of 9:00-11:00am. During this time, it is highly important to engage students through comments and live chat. The other hours of the day are designated to planning, meeting, parent communication, responding to student questions, parent comments, and monitoring Google Classroom and iReady activity.

If you discover that specific students are not logging on to complete the assignments, you are expected to communicate with parent(s)/guardian(s) via email, Google Classroom and/or telephone. Communication should focus on the need for their student to complete work. This expectation is no different than if students aren't completing work when school is in session. Your comments and record of conversations must be submitted to a Holbein Closure Communication Log documenting such communication with families and students.

All work is to be graded in a timely manner. We are following the same grading procedures as normal. Offline learning packets will be disseminated to families upon request. Those receiving learning packets are expected to return them to the school completed or provide proof of completion in the form of digital reproduction. Teachers have the option of receiving the completed packets from the principal, or grading work using the digital reproductions.

Gertrude Folwell Elementary School

Grades 2-4:

- All lesson resources are available on our district's Covid-19 Web Page

- All hard copies of lesson resources are available for pick-up at Folwell Elementary School
- The majority of instruction will be delivered via “learning packets”

Folwell Staff Responsibility.

Teachers are required to be available for students in real time between the hours of 9:00-11:00am. During this time, it is highly important to engage students through comments and live chat. The other hours of the day are designated to planning, meeting, parent communication, responding to student questions, parent comments, and monitoring Google Classroom and iReady activity.

If you discover that specific students are not logging on to complete iReady assignments, you are expected to communicate with parent(s)/guardian(s) via email, Remind 101, Class Dojo and telephone. This expectation is no different than if students aren't completing work when school is in session. The building principal is to be made aware of any students that are not completing work or engaging in learning activities.

The goal for teaching and learning is for there to be a reciprocal line of communication between school and home. Learning packets will be disseminated to families. Those receiving learning packets are expected to return them to the school completed or provide proof of completion in the form of digital reproduction. Teachers have the option of receiving the completed packets from the principal, or grading work using the digital reproductions.

Teachers are expected to give feedback to families in a timely manner upon receiving completed learning packets.

4th Marking Period

Teachers are required to be available between the hours of 9:00-11:00am to respond to student questions, parent comments, and monitor Google Classroom and iReady activity. During this time, it is highly important to engage students through comments and live chat.

If you discover that specific students are not logging on to complete the assignments, you are expected to communicate with parent(s)/guardian(s) via email, Google Classroom, and/or telephone. Communication should focus on the need for their student to complete work with parent(s)/ guardian(s). This expectation is no different than if students aren't completing work when school is in session. Your comments and record of conversations must be submitted to the Folwell Closure Communication Log.

John Brainerd Elementary School and Head Start

Grade PK-1:

- All lesson resources are available on our district’s Covid-19 Web Page
- All hard copies of lesson resources are available for pick-up at Brainerd Elementary School
- The majority of instruction will be delivered via “learning packets”

Brainerd Staff Responsibility

Teachers are required to be available for students in real time between the hours of 9:00-11:00am. During this time, it is highly important to engage students through comments and live chat. The other hours of the day are designated to planning, meeting, parent communication, responding to student questions, parent comments, and monitoring iReady activity.

If you discover that specific students are not logging on to complete iReady assignments, you are expected to communicate with parent(s)/guardian(s) via email or Class Dojo. This expectation is no different than if students aren't completing work when school is in session. The building principal is to be made aware of any students that are not completing work or engaging in learning activities.

The goal for teaching and learning is for there to be a reciprocal line of communication between school and home. Learning packets will be disseminated to families. Those receiving learning packets are expected to return them to the school completed or provide proof of completion in the form of digital reproduction. Teachers have the option of receiving the completed packets from the principal, or grading work using the digital reproductions.

Teachers are expected to give feedback to families in a timely manner upon receiving completed learning packets.

4th Marking Period (1st Grade Only)

Teachers are required to be available between the hours of 9:00-11:00am to respond to student questions, parent comments, and monitor Google Classroom and iReady activity. During this time, it is highly important to engage students through comments and live chat.

If you discover that specific students are not logging on to complete the assignments, you are expected to communicate with parent(s)/guardian(s) via email, Google Classroom, and/or telephone. Communication should focus on the need for their student to complete work with parent(s)/ guardian(s). This expectation is no different than if students aren't completing work when school is in session. Your comments and record of conversations must be submitted to the Brainerd Closure Communication Log.

Grading and Special Considerations

We recognize that this is a critical time for many. Capabilities of submitting or providing proof of completed work varies. Therefore, each building has a team of staff members responsible for communicating with families and assisting them as needed. If students are not submitting completed work in the aforementioned formats, that student will receive an I= Incomplete, until all work requirements have been met.

School administration will work in conjunction with teachers, to determine final grades for students at the conclusion of the marking period.

If students end the marking period with an “incomplete” they may be subject to participate in our summer Credit Completion Program.

Pre-K and Kindergarten is driven by Teaching Strategies. Teaching Strategies uses a combination of hands-on activities and teacher observation. During remote learning, it is not feasible to effectively evaluate student progress towards expectation. Students in these two grades will receive a packet of activities that can be performed with family. Families will correspond with teachers by providing brief summaries and pictures of students completing work, via Class Dojo.

3rd Marking Period Grading Expectations

Grades 1-4

Student grades will be calculated up to March 16th. Completed work from March 17th - April 3rd will be considered when finalizing marking period grade.

Any student that does not have at least 10 grades in the gradebook should receive an “incomplete” for the final marking period grade.

Grades 5-8

Student grades will be calculated as usual. Make administration aware of any students not demonstrating engagement in remote learning before making a final determination of grade. A determination of “incomplete” will be a collaborative decision.

Third Marking Period Timelines

April 3, 2020- End of the Marking Period

April 8-9, 2020- All grades submitted

*This includes communication, with administration, about students receiving an Incomplete

April 22, 2020- Report Cards issued to students

4th Marking Period Grading Expectations

Grades 1-8

All work will be graded as usual. Core content teachers will be expected to log 3 graded assignments per week. Special content teachers will be expected to log 1 graded assignment per week.

Any student that does not have at least 20 grades in the gradebook should receive an “incomplete” for the final marking period grade.

Teachers, counselors, and the child study team will make administration aware of students not demonstrating engagement in remote learning before making a final grade determination. A determination of “incomplete” will be a collaborative decision.

Marking period timelines are to be determined.

Workforce Roles and Responsibilities

Mount Holly Schools has outlined roles and responsibilities for all district staff. All district staff are to ‘report to work’ during normal business hours. Unless otherwise specified, all district staff will receive communication daily from their direct supervisor whether to report to work in person or remotely. All decisions for work locations will be made in cooperation with the NJDOH and NJDOE.

Teachers

- Daily instruction in real time from 9:00-11:00am
- Facilitate remote learning
- Engage and motivate students to learn remotely
- Lesson planning using district determined framework
- Managing and maintaining district determined online platform
- Frequent grading and formative feedback
- Daily communication with students and parents
- Collaborating with colleagues via grade level and professional development meetings
- Attending I&RS, IEP, 504, and other meetings
- Meet IEP provisions

School Administrators

- Oversee food services program
- Oversee instructional learning plan
- Lead parent and school communication
- Be available to assist with student and parent questions
- Be available to facilitate resources as needed for teachers, students, and parents
- Support teachers with developing learning activities
- Facilitating, when necessary, grade level, department, and PD meetings
- Supporting I&RS, IEP, 504, and other student-centered meetings

Central Administrators

- Oversee specific departments
- Oversee district operations
- Oversee special education, IEP, 504, I&RS provisions
- Oversee equity provisions
- Assist school administrators

Counselors, Nurses, CST Members, Master Teacher, CPIS

- Be available to assist with student and parent questions, concerns, needs
- Be available to facilitate resources as needed for students with limited technology
- Direct communication with parents, teachers, and students
- Prepare a plan for student return (especially at-risk students or those who may be impacted by the closure, mentally or physically)
- Organize online or phone conferences to meet IEP, 504, I&RS, or Health protocols
- Support special education teachers to meet IEP provisions
- Support teachers and administrators to meet equity provisions

Related services (Speech, OT, PT)

- Direct communication with parents, teachers, and students
- Facilitate remote related services for students
- Create a plan to provide make-up sessions during the month of June and/or July (for students who are eligible to attend ESY)
- Provide a specific list of related activities students can work on at home

Secretarial Staff

- Assist direct supervisor and team
- Assist in facilitating “hard” copies of learning activities for those in need
- Assist in coordinating devices for those in need (students and staff)
- Assist in communicating with students and parents
- Assist in organizing and administering online, virtual, phone conferences to meet IEP, 504, I&RS protocols.
- Assist food services, if necessary, in providing breakfast and lunches

Technology Team

- Support all staff with remote learning, virtual meetings, remote phone communication
- Assist with Go Guardian, educational software, online platforms
- Assist in coordinating devices for those in need (students and staff)
- Support families and students with technology needs, as appropriate

Teacher Assistants

- On call for school support, as needed, ready to respond to any school location.

Cafeteria/Playground Assistants

- On call for school support, as needed, ready to respond to any school location.

Custodians and Maintenance

- Maintain cleaning protocols
- Maintain maintenance of building and grounds

Health and Safety Protocols

Work directly with local Office of Emergency Management (OEM) and the County

Superintendent on health and safety protocols:

- Inventory cleaning supplies and disinfectants
- Inventory paper products
- Inventory health and medical supplies
- Plan for use of site(s) for emergency location and/or testing site

The preparedness and continuity plan is fluid and subject to change for the district to be as effective and efficient as possible during health related closures. The district is committed to the students and their community, and will make every effort to provide an excellent remote educational experience during unprecedented times in New Jersey's public schools.