

## Clearview School Closure Plan (3/16/20-6/16/20)

Clearview Regional High School District  
420 Cedar Road  
Mullica Hill, NJ 08062

### Contact Information

#### Superintendent of Schools

John Horchak III, [jhorchak@clearviewregional.edu](mailto:jhorchak@clearviewregional.edu), 856-223-2765

#### Business Services

Esther Pennell, [epennell@clearviewregional.edu](mailto:epennell@clearviewregional.edu), 856-223-2762

#### Maintenance and Facilities

Steve Nicolella, [snicolella@clearviewregional.edu](mailto:snicolella@clearviewregional.edu), 856-223-2780

#### Curriculum and Instruction

Sherry McAteer, Director of Curriculum and Instr. [smcateer@clearviewregional.edu](mailto:smcateer@clearviewregional.edu), 856-223-2763

#### Special Services

Nathan Barnes, Director of Special Services, [nbarnes@clearviewregional.edu](mailto:nbarnes@clearviewregional.edu), 856-223-2775

Kate Firkser, Supervisor of Special Services, [kfirkser@clearviewregional.edu](mailto:kfirkser@clearviewregional.edu); 856-223-2773

#### High School Principal

Keith Brook, [kbrook@clearviewregional.edu](mailto:kbrook@clearviewregional.edu), 856-223-2701

#### Middle School Principal

Pete DeFeo, [pdefeo@clearviewregional.edu](mailto:pdefeo@clearviewregional.edu), 856-223-2741

#### Director of Guidance

Dodd Terry, [dterry@clearviewregional.edu](mailto:dterry@clearviewregional.edu), 856-223-2741

#### Transportation

Kelle Harbaugh, Transportation Supervisor, [kharbaugh@clearviewregional.edu](mailto:kharbaugh@clearviewregional.edu),  
856-223-2782, 856-223-2735

#### Nutri-Serve - Food Services

Maria Bramante, [mbramante@clearviewregional.edu](mailto:mbramante@clearviewregional.edu), 856-223-2725

#### Technology Director

Kevin Thibault, [kthibault@clearviewregional.edu](mailto:kthibault@clearviewregional.edu), 856-223-2793

#### Demographic Profile:

High School – 1449 students Middle School – 795 students

Low Socio-Economic -286 (free & reduced)

English Language Learners – 3

Student with Disabilities – 302 students

Homeless – 2

## Executive Summary of Clearview’s Remote Learning Plan:

### Planning:

- The district initiated its plan for remote learning two weeks prior to implementation. The following items were part of the planning process:
  - Each staff member was surveyed to assess the overall readiness and level of technical proficiency of the individual staff member.
  - Each Parent/Guardian was surveyed to determine the level of technology (device and internet access) that was available to their child at home.
  - Students were surveyed regarding their access to technology to ensure we didn’t miss anyone who needed technology support.
  - On March 10th and 12th, the high school and middle school faculty meetings were focused on planning for a remote learning environment. The high school librarian/media specialist presented a web page entitled, “How to Connect When You’re Disconnected,” which she developed for teachers as a warehouse of online learning resources and training videos. Each Principal as well as the Director of Curriculum & Instruction and the Director of Special Services summarized the plan for teachers.
- Most of the Clearview Regional Teaching staff members used Google Classroom. However, after defining the expectations for remote learning (a Google Classroom set up and shared with all students and parents in their classes), we realized additional training was needed.
- Training links and in-person training was provided to those who requested it.
- March 13, 2020 was a scheduled professional development day for Clearview. We rescheduled the previously-prepared training events and dedicated the day to planning for remote learning.

### Instruction:

#### Phase I (First three weeks)

- The district developed a shared Google drive (see sample below) entitled “Remote Learning Plan - Clearview” in collaboration with all Clearview teachers, administrators, counseling staff and Child Study Team.
  - The shared drive contains folders for each department, where teachers have collaborated to complete a plan, per course, with content and resources to deliver instruction to students at home. (A sample remote learning plan is attached to this summary.)
  - The Director of Curriculum & Instruction confirmed that all courses, including the core four disciplines, self-contained special education courses, ELL curriculum, and electives, have resources in place to deliver instruction to students at home.

Sample from our Shared Google Drive: Clearview Remote Learning Plan

Course name: Anatomy and Physiology I and II

Teachers: Various

There is a Google Classroom created for all teachers involved:   **YES**    M    NO

I have a way to easily communicate with parents:   **YES**    NO

Method of communication with parents Google Classroom

Resources that will be used with students for remote learning:

- Mastering A&P online assignments/quizzes
- Khan Academy
- Youtube Videos
- Google Classroom and Google Docs
- Explore Learning - Gizmos
- Other websites:
  - Multi-resource: <https://www.biologycorner.com/anatomy/>
  - Informational Resource for Students: <https://www.innerbody.com/htm/body.html>
  - Tissue slides: <http://www.histologyguide.com/index.html>
  - Endocrine System Lab (A&P II):  
<http://scorescience.humboldt.k12.ca.us/fast/teachers/Endocrine/index.htm>
  - 3-D models of systems: <https://www.biodigital.com/> (easy and free sign up with Google account)
  - Nervous System Lessons and Projects: <https://projectneuron.org/curriculum-units> (need to create a free account, can probably download materials for students so they will not need an account)
  - Discovering Streaming: <https://www.discoveryeducation.com/>
  - CK 12 - <https://www.ck12.org/book/ck-12-biology-advanced-concepts/section/17.0/>

Is the remote learning content new material, practice, or a mix? Mix

- The content of each course's remote learning contains content that was applicable at any point during a unit plan. The remote learning content was focused on the following:
  - Building upon previously-learning skills
  - Reviewing previously-taught content
  - Practicing requisite skills
  - Introducing new material, only in appropriate ways, such as through previously-created videos of teachers and/or online resources followed up by specific times that teachers are available for 'office hours' to take questions from students and provide monitoring of their learning.
- We defined the length of the remote learning tasks to ensure a manageable length.
  - Middle School, each assignment was limited to no more than 40 minutes to complete
  - High School, each assignment was limited to no more than 60 minutes to complete
- Teachers were given the discretion to pace the assignments as they deem appropriate. Some assignments were due daily, while others were more long-term and due to the teacher in up to, but no longer than, 3 days. All deadlines for students were communicated by the teacher.
- Materials to complete assignments were limited to general school supplies and an electronic device. The district developed a plan to distribute electronic devices and ensure internet accessibility to students as follows:

- Parents, staff, and students received surveys. Survey results were reviewed as follows:
  - 57 families did not have a device at home
  - 21 families did not have internet access at home
  - The Director of Technology and Central Office Administration developed a Chromebook distribution plan for the 57 students who did not have a device.
  - Alternative assignments/assessments were provided to those who didn't have internet access (until they did). We worked with Comcast (they recently offered to provide free internet access to families) to ensure the families received the same benefits as everyone else.
  - The laptop carts that were in the High School were 'unbundled' and a laptop was distributed to each student who needed a device to participate in remote learning.

## **Phase II - (April 6th - present)**

### Priorities and Outcomes

The following changes were implemented during Phase II:

- As of April 6, 2020, what was previously quarters 3 and 4 (two separate grade reporting periods) was merged into one grade reporting period as a semester 2 grade. No grades or report cards will be posted under quarter 3 as previously planned. Semester 2 consists of all work completed during quarters 3 and 4. A semester 2 grade, not quarters 3 and 4 grades, will be posted on the students' report card.
- Students' grades will be the average of all assignments and assessments completed during semester 2. On Monday, April 6, 2020, the minimum number of majors, minors, and daily assignments required in the typical school environment was modified to 2 assignments of equal weight per course, per week. Consequently, assignments will all be weighted equally in all courses, including AP courses. GPA weights for certain levels of courses (Honors and AP) have not changed. Dual credit partnerships with local colleges and universities have not changed.
- This framework prioritizes the health and safety of our entire school community by identifying how many hours of instruction and assignments will occur in each course over the period of one week.

### Goals

The goal of this framework is to provide a student-centered, fair, and equitable approach to remote learning. We must recognize and account for this remote learning time as a non-traditional school. We do not expect or want our teachers trying to replicate the rigor or expectations that exist during traditional school. Rather, we aim to provide teachers the flexibility, grace, and space to become true pioneers during these circumstances. We encouraged and provided additional resources for staff to innovate. They are trying new online learning tools. We know that the full curriculum and traditional assessments will not be achieved. Our goal is to ensure that students are learning the core skills for each course while reducing student, teacher, and family stress to provide a home environment that is supportive of the health and wellness of all. Our students, staff, and families staying healthy means more than "covering" all the New Jersey Student Learning Standards. Teachers will work together to consider what the critical components of the curriculum are, and break these critical components into smaller, achievable goals during remote learning.

## **Framework Summary**

The framework began on April 6, 2020. It outlines the following expectations:

- There will be no more than 2 total hours per week spent on each course. The 2 hour weekly maximum will be the sum of instruction, assessments, and assignments.
- The 2-hour maximum spent on each course will include 2 assignments per week.
- Departments are paired together in a schedule, listed below, based on what would be most manageable for a student under the current circumstances. Teachers will adhere to the schedule as listed below.
  - The schedule includes 2 days per department of new and/or direct instruction, 2 days of teacher office hours, and 1 day of guided and/or independent practice for students.
  - Assessments can be administered on any of the days. Teachers are required to give 5 days notice for assessments.
- The schedule is listed on the next page. Detailed definitions and expectations of what occurs on each day are listed after the schedule.

**\*Teachers are expected to have contact with their students through Google Classroom every day.**

### **Updated Guidance on Live and/or Recorded Video Lessons, Video Conferences, etc.**

Our initial implementation of remote learning was planned as a short-term, two-three week period. Therefore, as a district, “live” video conferencing was not implemented. As the current global health crisis unfolded, students, parents, and teachers expressed an ongoing desire to connect with one another during this at-home time. Therefore, we implemented revised policies and procedures to allow video conferencing with students. “Live” video lessons, meetings, and check-in’s between teachers and students are now permitted for all students and teachers except students whose parents/guardians opt out of this option. A list of students who have opted out of this option was provided to teachers. Expectations for student conduct remains in effect as if school were in session. Appropriate student dress during any type of video conferencing is expected. Disciplinary action will be taken for any student violations of the code of conduct. HIB investigations and reports follow the same procedures. Consequences will be applied when school re-opens or could carry over into next school year.

| Department/Course  | Monday                                    | Tuesday                                   | Wednesday                                 | Thursday                                  | Friday                                    |
|--|---|---|---|---|---|
| All English Language Arts courses<br><br>All Career/Technical Education courses  | Teacher Office Hours, 10-11 AND 1:20-2:20 | New/Direct Instruction                    | Guided and/or Independent Practice        | Teacher Office Hours, 10-11 AND 1:20-2:20 | New/Direct Instruction                    |
| Science: All HS Biology and Physics courses, all MS Science courses<br><br>All Health/Physical Education courses   | New/Direct Instruction                    | Teacher Office Hours, 10-11 AND 1:20-2:20 | New/Direct Instruction                    | Guided and/or Independent Practice        | Teacher Office Hours, 10-11 AND 1:20-2:20 |
| Science: Anatomy & Physiology courses, all Environmental Science courses, and all Chemistry courses<br><br>All Social Studies Courses<br><br>All Visual & Performing Arts course | Teacher Office Hours, 10-11 AND 1:20-2:20 | New/Direct Instruction                    | Teacher Office Hours, 10-11 AND 1:20-2:20 | New/Direct Instruction                    | Guided and/or Independent Practice        |
| All Mathematics courses<br><br>All World Language courses  | Guided and/or Independent Practice        | Teacher Office Hours, 10-11 AND 1:20-2:20 | New/Direct Instruction                    | Teacher Office Hours, 10-11 AND 1:20-2:20 | New/Direct Instruction                    |
| Self Contained Program-Schedule can vary per individual student needs  | Teacher Office Hours, 10-11 AND 1:20-2:20 | New/Direct Instruction                    | Teacher Office Hours, 10-11 AND 1:20-2:20 | New/Direct Instruction                    | Guided and/or Independent Practice        |

### **Definitions and Guidelines**

#### **Teacher Office Hours**

- All teachers will be available to students during office hours on their listed day/times.
- Participation in teacher office hours is optional for students.

- Purpose of teacher office hours
  - A designated time for teachers and students to connect and check-in with one another
  - A time for students to ask questions “live” about instructional content, request clarification on an assignment, etc.
- The format of teacher office hours is at the discretion of the teacher.
  - “Live” office hours with students using Google Meet will be used (unless the parent/guardian opts out of this service).
  - “Live” office hours with students using audio (telephone, Google Meet audio only, etc.) is another option.
  - Being available for students via email and/or other formats such as Google Classroom where they can interact with their teacher is another option.
  - Any other appropriate ways that the teacher develops to interact with students during office hours upon approval of the department coordinator can be used.
- Teacher office hours are not intended exclusively as the only time teachers will answer questions or provide feedback and connections. This outline provides a structured time for these connections; however, students can reach out to teachers outside of their office hours and the teachers will continue to respond with feedback within 24 hours. Teachers are not expected to respond to emails or work outside their contracted day.

### **New and/or Direct Instruction**

- Blocks earmarked for new and/or direct instruction are dedicated times that teachers will explicitly teach either new material or a continuation of existing material.
- The format of delivering new and/or direct instruction to students is at the discretion of the teacher, while following the schedule.
  - “Live” video or audio instruction with students using Google Meet is permitted (unless the parent/guardian opts out of this service). However, students are not required to log on “live” at the exact designated times in order to remain flexible for families. An alternative for students who cannot join the video lessons “live” will be offered by the teacher; such as, a recording of the instruction. Please refer to all the resources previously provided for support in recording the lesson, if needed.
  - A virtual lab, lesson, or experience can be provided and used as direct instruction. For example, a Khan academy or Brain Pop video, could be used to reinforce or teach skills.

## **Guided and/or Independent Practice**

- Guided and/or independent practice is time allocated to students to practice new skills, apply previously learned skills to the week's new content, and complete assignments.
- During guided and/or independent practice days, the teacher remains available to answer questions from students and families as needed during the school day. Teachers are required to be available on these days to answer student questions, check for understanding, provide guided feedback, and support students with their acquisition of skills.

## **Physical Ed/Health Considerations**

Health is delivered in Physical Education/Health classes for one quarter of the school year. All Physical Education/Health classes that were scheduled to change on the first day of the scheduled fourth quarter will still undergo this change. (For example, all Health classes in the third quarter (Q3), will transition back to PE for Q4; and also all PE classes that were scheduled for Q4 Health will start Health. These changes will take place on Tuesday, April 7. A semester grade will still apply at the end of Semester 2, following the typical practice that Physical Education/Health receives one final grade overall.

## **Implications for Gradebooks and College Admissions**

### **High School Students:**

At the conclusion of the school year, students and parents will see the following headings for high school students in PowerSchool: Q1, Q2, S1, S2, F1. For college admissions purposes, a final average grade for each course is what is reported on transcripts to college. Therefore, there is no anticipated or unintended impact on the college admissions process.

### **Middle School Students:**

In PowerSchool, students and parents will see the following headings for MS students: Q1, R1, Q2, R2, R3, S2, F1.

## **Expectations of Teachers**

- Teachers will be available for district/parent calls and emails during their regularly scheduled work hours.
- Teachers are expected to check and respond to electronic communication from the district, parents, and students frequently; ongoing during their regularly scheduled work hours.
- Teachers are expected to provide ongoing feedback to students on their progress and learning outcomes, which is particularly important before assigning the next lesson.
- Assessments
  - Required assessment minimums that are typically part of our district procedures were modified as of March 12, 2020. Teachers are now required to provide 2 assignments to students per week of equal grading weight.
  - Teachers are expected to keep their Power School gradebooks up-to-date.
  - Teachers will accept assignments for full earned credit with no penalty to the student one week past their assigned due date, to remain flexible for students and families.



- Teachers will accept assignments until 11:59PM, in order to be flexible for families and varying devices and internet access.
- IEP Meetings for students with disabilities will be continuing through Google Meet. Teachers are expected to participate at their assigned times, where applicable.

## **Special Education**

### **Accommodations and Modifications**

- Teachers will differentiate instructional time to make a good faith effort to provide FAPE to the greatest extent possible.
- Lesson design will take into account the general education remote learning curricular goals, students abilities/needs and family situations with the goal of maximizing student growth and learning to the greatest extent possible. Conversation with parents/guardians will be ongoing regarding how the content and material will be adjusted, and what modifications and accommodations are needed. These conversations will be on an as needed basis and documented, but may not necessitate a change of IEP.
- Teachers will attempt to make a good faith effort to provide rigorous instruction to the greatest extent possible taking into account the students ability and family situation. This may require assigning independent work tasks via google classroom. It may require assigning video lessons via Screencastify, Youtube, Khan Academy, etc. Materials may need to be modified to maximize student growth to the greatest extent possible. Instructional material may, in some cases, need to be created as packets to meet the student's needs. Virtual Field Trips and Community Based Instruction trips will be utilized to support the development of those skills.
- Teachers will address special education accommodations to the best of their ability, with extra time, modified work, shortened assignments, extra notes, scaffolding, text-to-speech, etc.
- Office hours via Google Meet or phone may be utilized for group or individual instruction provided directly to students.
- Students who require more individual attention will be sent Google Meet invitations for 1:1 support.
- Teachers will leverage software that adapts to student needs - IXL, NewsELA, etc.

### **Special Education and/or Related Services**

- Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or a virtual or online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable
- At the start of remote learning, case managers reached out to all families on their caseload to ensure a smooth transition to remote learning. This will occur again for those students who require Extended School Year. It will occur again in August prior to school starting to address concerns and any issues at that time.

- Case managers also reviewed the PowerSchool report of students who were failing and reached out to families and teachers to offer support. This will be ongoing.
- As of 5/7/2020, teachers were able to directly report students who were non responsive to the Director of Special Services and case managers. Prior to this procedure staff were following district attendance procedures and individually following up with families.
- Case Managers, Teachers, Related Service Providers, and Administration log parent contacts via PowerSchool. If more detailed records are kept by individuals this is logged in PowerSchool to reference these logs.
- Annual review meetings will proceed as scheduled with participants using Google Meet.
- Reevaluation meetings will proceed as scheduled with participants using Google Meet. Eligibility will be confirmed for all students, with the understanding that if evaluations are warranted, they will be conducted once staff are allowed to conduct in person testing.
- Time-sensitive conferences will be held via Google Meet or phone conference.
- Initial Planning meetings for referrals will be held in accordance with recommended time lines via Google Meet. If the team decides that testing is warranted, the team will document that testing will occur as soon as possible once social distancing regulations have been eased.
- A schedule for department administrative staff and/or other relevant staff will be developed to ensure a good faith effort is made that all relevant paperwork will be mailed to families as soon as is reasonably possible given staffing restrictions due to social distancing restrictions..
- Progress Monitoring will continue to occur through Frontline Direct. Parents have access to this information via the Parent Portal Platform. This information, as well as any finalized IEPs are viewable through a link on the Clearview Special Services website.
- When communicating with parents, we encourage staff to protect their personal information by utilizing \*67 when dialing from their own phones or using Google Meet to make calls.

### **Extended School Year**

In School: Anticipated 7/6-8/6; 8:30-12:30pm; Monday-Thursday; 5 total classrooms; 1 middle school; 4 in high school

### **Overall goal of ESY**

- Teachers will differentiate instructional time and content to make a good faith effort to provide FAPE to the greatest extent possible.

### **Hybrid:**

- If the physical school building reopens, the ESY educational program and related services will run during the times listed above.
- Parents will have the option of not enrolling their child in the building based program, but may also choose a remote method of instruction delivery. Please see below for more details on this form of instruction.

### Remotely:

- Instruction delivered through online resources and packets. Google classrooms created for math, ELA, Independent Living classes and hard packets given and/or offered to the student.
- Online resources include IXL, google meetings, NewsELA, and career inventories (NJCANN).
- Teachers required to do daily check-in with students and families via email, phone call, etc. (method depends on availability of resources within each student's home)
- Weekly virtual CBI trips via remotely and in-class
- Weekly theme lesson plans for 5 weeks; Emphasis on reading, math, and social skills/life skills
  - The remote learning content is focused on the following: Building upon previously-learning skills; Reviewing previously-taught content; Practicing requisite skills
- Teachers will get 30 minutes additional prep time on a daily basis.

### Related Services (Remotely):

- Related services delivered through packets and/or live sessions via google meet.
- Packets will include exercise plans, sensory protocols, and activity worksheets.
- Therapists are required to check-in with their families (this can take place via email, phone, google meet, etc.)

### Students Requiring 1:1 Support (Remotely):

- On an as needed basis, paraprofessionals will continue to support their students by maintaining consistent communication with the family/student and teacher, commenting on student's work on google classrooms, supporting the teacher with accommodations and modifications for the student, and participating in class "meetings".

## **Attendance / Student Accountability**

### **Steps To Address Students Not Turning in Work/Not Logging into Google Classroom**

The following protocol is to be followed for significant truancy/lack of turning in work for one week:

1. Email the parent as soon as possible to follow-up on the missing work.
2. If the parent does not respond to the email within 24 hours and the student does not improve engagement, the teacher should make a phone call to parent (using \*67 to protect privacy).
3. If the parent does not respond to the phone call within 24 hours and the student does not improve engagement, the teacher should email the school counselor detailing the student's lack of progress. The school counselor will contact the parents via a phone call (using \*67 to protect privacy).
4. If the parent does not respond within 24 hours and the student does not improve engagement after the school counselor calls, contact the department coordinator. The department coordinator will contact parents via a phone call.
5. If the parent does not respond within 24 hours and the student does not improve engagement after the department coordinator's call, contact the assigned assistant principal. The assistant principal/principal will contact the parents via a phone call.
6. If the parent does not respond within 24 hours, the Principal will notify the Superintendent and a safety/wellness check will be initiated.

## **Other Attendance/Student Accountability Considerations**

1. Please create a log entry into PowerSchool for every step above to note the cause and the contact.
2. It is understood that some teachers and department coordinators will have more parents to call than others. Any teacher or department coordinator that feels overwhelmed by the number of parent calls they need to make, can contact their building principal who will work with them to share the responsibility of the calls.

## **What is the procedure if a student is sick and cannot complete the daily assignment?**

1. The teacher should contact the parent to confirm by emailing the parent and the school counselor. The current BOE policy for student absences remains in effect: students receive the same number of days to make up the assignment as their number of days absent.
2. All Board policies regarding promotion, retention, graduation, and discipline remain consistent with the current Board policies.

## **Support for English Language Learners**

1. English Language Learners have a support period with a certified ESL teacher during their regularly-scheduled school day. This support period continues under the direction of the ESL teacher during remote learning.
2. English Language Learners participate in office hours, check-in's, and support services in accordance with the remote learning plan for their ELS support course like all other courses.
3. The school librarian supports the ESL teacher and the content area teachers of ELL's by providing them with ongoing resources, research, and technology resources that can translate content, directions, and district correspondence in the student's native language by using the available technology.
4. The native language of 1 of the district's 3 ELL's is Spanish. In addition to the translation services outlined above, the Spanish-speaking student is supported by our ESL teacher, a native Spanish speaker and certified Spanish teacher, as well as one of the Assistant Principals, who speaks fluent Spanish and is a Spanish-certified teacher. These staff members call or meet with the Spanish-speaking student and her family for translation services.
5. The native language of the other 2 ELL's, who are sisters living in the same home, is Russian. Their older sister, who also lives in the home, is a fluent English speaker and college student after graduating from Clearview Regional High School. School counselors, administrators, and teachers communicate with this family member as a support system when translation is needed for her sisters.

## **Guidance, Mental Health, and Other Staff Members**

- Counselors 'check-in' via email or phone calls to the student's home. Counselors use a hybrid model (home or office) to provide services.
- For the most at-risk students, the assigned school counselors, student assistance coordinator, social worker, school psychologists, etc. contact students on an as needed basis (need as determined by the educational services professional listed above).
- When communicating with parents, we encourage staff to protect their personal information by utilizing \*67 when dialing from their own phones or using Google Hangouts/Meet to make calls.

- Counselors will be available for district/parent calls and emails during their regularly scheduled work hours.
- School counselors provide direct services via student meetings via Google Meet.
- In both the Middle School and the High School, teachers were invited to complete a google form to report concerns (lack of engagement with their education) regarding individual students. Administrators and counselors met regularly to review students at risk.
- School counseling team meetings, including the SAC , are conducted regularly to review school counseling services and to promote best practices in providing services in a remote setting.
- Counselors are expected to check and respond to electronic communication from the district, parents, and students frequently; ongoing during their regularly scheduled work hours.
- Google classrooms for each grade level 9-12, and for grades 7-8 are established for students, parents to access resources on academic, social, emotional counseling services.
- Counselors will log contact with students and parents through PowerSchool log entries, as usual.
- Resources are also available on the School Counseling/Guidance page on the district website.

### **Nutrition Services (Update)**

- We currently contract with Nutri-Serve for our school breakfast and lunch services. In March, we identified the students (286) who qualify for the free and reduced nutrition benefits program. On a weekly basis, we sent them a Google Doc to order meals for the subsequent week. We serve both breakfast and lunch for each of the students who order meals. This is funded through the Seamless Summer Option Program. On April 28, 2020 our district was approved to provide meals to students who may not have previously qualified for free or reduced priced meals but whose families have experienced financial hardship as a result of COVID-19. Our central location for distribution is located at the back of the High School (our schools are geographically located on the same campus) cafeteria. If a student is unable to pick up their breakfast/lunch, we will be using district staff members (bus drivers, custodians, administrators, etc.) to deliver the meals to their houses. We use the district vehicles to facilitate distribution. A contact number (856-223-2725) was provided to our Parents/Guardians of the students who qualify for nutritional services and for those negatively impacted by the current crisis.

### **Cleaning and Maintenance Procedures**

- We are following the New Jersey Department of Health and CDC guidelines. The schools will follow procedures for cleaning and disinfecting with an EPA-registered product. This includes the daily sanitizing of surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, and phones. We have purchased a 'sprayer/fogger' that enables us to cover the entire area of a hard surface in a room. This new technology enables us to cover more areas than using the conventional approach alone.
- We are testing and maintaining HVAC systems to insure proper ventilation, ensuring windows, doors, vents and stacks are in operable condition, water testing and treatment and review of carbon dioxide levels.
- We are inspecting buildings for any rodent or pest damage, water damage or any other types of damage that can result from a building being vacant for an extended period of time.

## **Support Staff Personnel**

- **Instructional Aides/Secretaries:** Responsibilities include home-based tasks to prepare for future instruction, completion of additional professional development modules or book studies. Aides are expected to be available for calls/emails from teachers and parents in specific situations. Our HS Media Specialist prepared Google training each day and facilitated the acquisition of Google Level 1 certification or alternative training for various staff members. In addition to the Google certification coursework, secretaries from the School Counseling department have been working remotely on the following tasks: processing student record requests from current and former students, education verifications, new student registrations, student transfers, and other tasks as assigned.
- **Maintenance and Custodial staff:** These plans are fluid due to the ever-changing situation we're addressing. The first few days were used as an opportunity for a thorough cleaning of the schools. We use a hybrid approach - onsite and home - to address additional duties. Some tasks were completed on-site when it lends itself to 'social distancing', while other tasks could be completed at home. We developed some professional development options so that staff can be engaged while not on site. In early May, we assigned three custodians per day in each school building and will be transitioning to full staff status within the next week or two. The maintenance and grounds staff have begun working every day. All staff are required to wear face coverings and must socially distance from other staff members. Lunch breaks are being staggered. Instructions were provided to all staff required frequent hand washing and sanitizing through-out the workday.
- **Transportation:** Responsibilities include the completion of professional development modules and initiating the route plans for the upcoming year. Due to limited staff in the office (3), the office setting may be available for use while maintaining an acceptable level of social distance. Transportation staff also assist with the delivery of food.

## **Administrative / Offices**

- There are numerous tasks that have been accomplished throughout the period the district implements online learning. Offices are open on a daily basis for varying lengths of time. Administrative team members will be onsite intermittently and working remotely to ensure the remote learning plan is implemented as efficiently as possible and to ensure district operations are implemented effectively. The Administration Building support staff has begun to come in on an intermittent basis, with staff members complying with all social distancing requirements.

| <b>List of Essential Employees by Category</b>       | <b>Role of Employee</b>                               | <b>Duties/ Work Stream</b>  | <b>How Many Essential Employees Per Category</b>   |
|--|---|---|--|
| <b>Administration - Central</b>                      | Superintendent ,<br>Business Administrator            | District oversight, Respond to community needs, Operations, Administrative and Business functions | 2 per day, work on site and remotely   |
| <b>Administration-Spec. Ed./C &amp;I</b>             | Director of Special Education, Director of Curriculum | Coordinate Special education services, Support Instruction  | 1-2 intermittently, working on site and remotely   |
| <b>Facilities Staff</b>                              | Dir. of Facilities & Admin. Ass't.                    | Physical Plant operation and coordination   | 1-2 intermittently, working on site and remotely   |
| <b>Teaching Staff</b>                                | Instruction   | Develop lesson plans, Grade assessments, instruction  | 1-2 teachers - up to 2 days per week (WiFi needs), All other staff work remotely                               |
| <b>Central Office / Administration Support Staff</b> | Payroll / Accounts Payable / Admin support            | Process payroll, Accounts Payable, Support admin, Special education needs                         | 2-3 on site per day, others working remotely and on site on an intermittent and rotating basis                 |
| <b>Administration - School</b>                       | Principals  | Respond to emergent issues if needed, Graduation preparation, scheduling, etc.                    | 1-2 working on site per building and remotely  |
| <b>School Secretary / Support Staff</b>              | Records, Schedules: Students & Staff                  | Guidance, Scheduling, Inquiry support, etc.   | 1-3 working on site per day with all others working remotely and on site on an intermittent and rotating basis |
| <b>Maintenance / Grounds</b>                         | Facilities & Grounds Maintenance                      | Check mechanical systems / Tend to grounds  | 3 Mntc / 2 Grounds per day   |
| <b>Custodial</b>                                     | Custodian (Certified Black Seal license)              | Clean/Sanitize cafeteria (free/reduced) and offices - Initiate 'summer' projects                  | 3 per building, transitioning to full staff for fourth week of May   |
| <b>Technology</b>                                    | Technology Coordinator                                | Support technology and instruction, distribute computer devices                                   | 1 -2 per day, as needed- work remotely as much as possible   |
| <b>Graduation 'staff'</b>                            | Prepare Videos  | Record video needed for in-person and/or virtual graduation                                       | 1-2 per day, intermittently  |
| <b>Transportation</b>                                | Driver / Aide / Supervisor                            | Coordinate & deliver Free/Reduced meals if requested  | 1-2 staff, 1-2 hours if needed, Intermittently   |
| <b>Food Service Personnel</b>                        | Food Service Comp. and District Staff                 | Prepare / Distribute Free & Reduced breakfast/lunch   | 2-4 hours for each day of food distribution  |

