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 Executive Order No. 107, signed on March 21, 2020, superseded EO 104 and continued the necessary closure of all schools.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

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

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

Phone Number of Contact:

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? • 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
*Does the plan contain a preliminary outline for the provision of summer services, including: • Extended School Year (ESY) for students with disabilities including how ESY will be delivered • 21st Century programs • Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery • Assessments of learning loss and an initial plan for potentially addressing learning loss • STEM or other programs using reallocated grant funds • Title 1 extended learning programs • Any preliminary plans for Class of 2020 graduation ceremonies		

Notes on Component 8

Board Approval Component 9

*Is the plan board approved?   Yes   No   Enter Date (mm/dd/yyyy):

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):

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)		

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

EGG HARBOR TOWNSHIP SCHOOL DISTRICT

Emergency Response to District Health Crisis

2019-2020 School Year

Created March 13, 2020

Revised and BOE Approved on May 19, 2019

Egg Harbor Township Schools

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 Superintendent
Stephen P. Santilli
 Assistant Superintendent
John Davis
 Assistant Superintendent
Terrence Charlton, Ed.D.
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Emergency Response to District Health Crisis
2019-2020

As per the New Jersey Department of Education memo from March 5, 2020, and an updated NJDOE memo from May 5, 2020, 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 plan should include the following:

COMPONENT 1 - EQUITABLE ACCESS TO INSTRUCTION:
  A. **Equitable Access to Instruction for All Students:**
    a. The Egg Harbor Township School District utilized previously scheduled Professional Development days to provide time to their staff to prepare instructional assignments in the event of an emergency school closing. A half day of planning was provided on 3/12/20 and a full day of planning was provided on 3/13/20 prior to closure.
        i. Video: Staff Message-Emergency Planning (linked)
    b. Pre-K & K Emergency School Closing Instructional Plan (*Plan posted in Component 5*)
        i. Both Pre-K and K will only generate PDF/hard copies of instructional lessons
        ii. Kindergarten will be using MobyMax and will generate PDF/hard copies and can assign it electronically within the software.
        iii. After the closure extended all Pre-K and K students participated virtually through MobyMax and Google Classroom to receive virtual lessons.
    c. Grades 1-8 Emergency School Closing Instructional Plan (*Plan posted in Component 5*)
        i. MobyMax will be used for the core content areas (ELA/Math/Science/Social Studies). It will be assigned electronically, and teachers will generate PDF's of the lessons by grade level for students who do not have internet access.
        ii. Health/PE, CTE, Related Arts, and World Language/ELL teachers will create PDF's of instructional activities.
    d. High School Emergency School Closing Instructional Plan (*Plan posted in Component 5*)
        i. All High School teachers will work together in content PLC's to design learning activities that will be stored on teacher webpages or within teacher Google Classroom accounts.
    e. Self-Help Videos for Staff to Support Virtual Learning

        i.   Video: Staff Playlist: "How to for Google Classroom" (linked)

        ii.   Video: Staff Playlist: "How to for Google Meet" (linked)

f. Guidance Services:

        i.   Guidance staff will provide both students and parents/guardians academic, social/emotional resources via their webpages/Google Classroom accounts. Guidance website (linked)

        ii.   Additionally, the Student Assistance Program and Resources website (linked) will be accessible and promoted through social media during the closure.

g. Parent Resources:

        i.   Parents within the district have been provided links to short screen casts. The entire playlist is linked below but examples include 'creating a parent portal account, accessing MobyMax and Google login information, logging into MobyMax, submitting assignments through Google Classroom and more.

            1.   Parent Message-Emergency Planning

            2.   Video: Parent/Student Playlist: "How To for EHT Schools" (linked)

h. COVID-19 Resources and Information Website (linked)

B. **Demographics of Egg Harbor Township School District:**

School	Total Enrolled	Preschool	Homeless	Migrant LSE	Sped	ELL
Swift	418	8	3		68	23
Slaybaugh	885	135	2		151	19
Davenport	773	60	4		227	64
Miller	1101		11		179	38
Alder	871		3		134	26
Fernwood	898		2		99	18
High School	2300		11		238	73
Bridges	11				5	
Eagle	47		1		12	
OOD	71	1			71	
TOTALS:	7375	204	37	0	1184	261

C. **Addressing Varied and Age Appropriate Needs**: All considerations, in addition to meeting the needs of special education, ELL, and 504's to name a few, have been implemented within our virtual learning plan. Virtual learning plans have been organized by grade spans. Besides allowing for live or recorded virtual instruction through Google Meet, other considerations include time within the schedule for small group instruction, that is focused on both supplemental and enrichment, scheduled time for virtual help, as well as student check-in time. (Note: See Component 5 for review of all virtual learning schedules)

D. **Working Knowledge of Student Access to Technology**: Through our student management system (Infinite Campus) the District has tracked households that previously indicated that they had no internet access in their home. In addition, rather than sending a Google Form or email survey, a phone survey was conducted at the onset of the school closure to determine families who may not have internet access. Less than 1% of the households that responded to the survey stated they did not have wifi access.

E. **Addressing Digital Divides**: With the continuation of virtual learning processes and procedures were established to support families who either did not have access to wifi, or needed a loaner device.

    a. Phase 1: Households that replied to the survey that they did not have a device were invited to two different chromebook distributions to receive a loaner chromebook from

the school district, allowing for 1 device per household. Exceptions were made if a household had four or more students.

    b. Phase 2 - Chromebook Requests: Teachers and/or building administration that received requests for loaner devices from a household completed a Google Form for a chromebook request. The request then was received by Central Registration who made contact with the family. Attendance/Truancy officers then made deliveries to those in need while still maintaining social distancing and using PPE.

    c. Phase 3 - Wellness Checks: If a teacher did not make contact with a student via virtual instruction (Google Meet, Google Classroom, MobyMax), the teacher then attempted to make contact home via email or through a phone call. If the teacher was unsuccessful in making contact with a student/parent, then they completed a Google Form. Building administration then made an additional attempt to contact the students' home. If still unsuccessful the building administration contacted an attendance/truancy officer who then conducted a wellness check at the home. With every wellness check, the staff brought with them a loaner chromebook in the event a student needed a device to complete virtual learning. During wellness checks all staff continued to maintain proper social distancing and use of PPE.

    d. [Technology Help Desk](#) (linked)

COMPONENT 2 - ADDRESSING SPECIAL EDUCATION NEEDS:

A. **Addressing the Provision of Remote/Virtual Instruction to Implement IEP's**: Special Education Teachers are providing instruction following the District's Instructional Plan. Special Education Guidelines during COVID-19 were provided to teachers in a memo and through Google Meets with Supervisors. To effectively provide remote instruction, teachers completed Remote Learning Plans for students. Teachers and case managers contacted families to ensure they had devices for remote instruction. A combination of live instruction, recorded instruction, and google assignments is expected. However, when requested by a parent, paper packets have also been provided. An Out of District Emergency School Plan google sheet was created to track all students attending Out of District Schools or facilities. Google Meets occurred to support the Child Study Team members in understanding the remote educational plan and our responsibilities to students and their parents. Follow up guidelines were provided to CSTs. In anticipation of the allowance for teletherapy, a Google Meets were held with the Related Service Providers and follow up guidelines were issued. A Related Services Letter was sent to the parents of students who receive related services notifying them that teletherapy was beginning. Opting out of related services was allowed but not encouraged. Parents were again given the opportunity to request devices to access teletherapy.   Related Service Providers were given a sample schedule template. Their schedules were submitted to the Supervisor.

B. **Documenting IEP Implementation**: In order to document IEP implementation, teachers and related service providers were provided sample logs. Digital logs were accepted if they already were in use. The teachers' Remote Learning Plans were developed to address IEP goals and objectives, strategies, and modifications/accommodations. Special Education Teachers and Related Service Providers are documenting student progress in the IEP Progress Notes that will be emailed to parents when the report cards are issued. Supervisors created various Google Classrooms to communicate efficiently with various groups, such as K-3 Special Education Teachers, EHT MD rooms, Behavior Specialist, Preschool Inclusion Teachers, Related Service Providers, etc. All Special Education Teachers and Related Service Providers were directed to invite their Supervisor to their Google Classroom for oversight.

C. **IEP Services Implementation and Oversight:** Case Managers have been following up with parents through phone calls, emails and google meets. CST Case Managers document communication with parents in the Contact Log that is in IEP Direct, which is our IEP management system. Supervisors are meeting regularly with Special Education Teachers, Related Service Providers, Paraprofessionals, and Child Study Team members to review logs, schedules of services, and student participation. Supervisors

have also called and emailed parents when necessary. As the CST case managers conduct the Annual Review IEP meetings that are held in EHT from March to the beginning of June, they have been again discussing how each student's IEP is being implemented remotely to the greatest extent possible.

D. **Virtual Evaluation and Re-evaluation Planning**: Prior to the school closure, the CST secretaries completed a chart with upcoming meetings. Child Study Teams virtually met with their Supervisor and they were provided with a guidance memo regarding evaluation planning meetings, reevaluations and initial evaluations. Subsequent Google Meets have occurred to answer questions and troubleshoot. The Child Study teams have been meeting virtually with parents for eligibility meetings, planning meetings, and annual review IEP meetings. COVID-19 scanned mail is electronically sent to each team's secretary. CST members and Related Service Providers are conducting all possible evaluations that can be conducted virtually. When a face to face student evaluation is necessary, this is discussed with the parent and listed in an evaluation chart. In these situations, the CST members are conducting as much of the functional assessments that can be conducted virtually with the intent to complete the standardized assessments at a later date.

E. **Sample Documents/Templates**:
   a. Special Education Teacher Guidelines (linked)
   b. Special Education Teacher Tracking Log Template (linked)
   c. Remote Learning Plan Template (linked)
   d. CST Guidelines (linked)
   e. Related Services Provider Guidelines (linked)
   f. Related Services Provider Schedule Template (linked)
   g. Related Services Tracking Log Template (linked)
   h. Related Services Parent Letter (linked)
   i. Related Services Parent Survey (linked)
   j. Social Services/Skills Parent Letter (linked)

COMPONENT 3 - ADDRESSING ELL AND BILINGUAL NEEDS:

A. **ELL & Bilingual Education Planning for ELL's**: The district plan addresses the needs of ELLs by including specific blocks of time in the weekly schedule for students to meet in LIVE classes with their ELL teachers via Google Meet. Teachers also post recordings of their instruction. Students are invited to meet with their ELL teachers in small groups in addition to the weekly instruction with their class.

B. **District Communication with ELL Families**: ELL teachers are in communication with the parents of their ELs via Remind, ClassDojo, Talking Points, Google Voice, email, and phone calls. The teachers utilize Google to translate their messages into the parents' native language. In cases where a parent has not responded, teachers have reached out to the students' emergency contacts to get a message home. Given that the district's largest group of ELs is Spanish speakers, and the district has a waiver for bilingual education for this group of students, the district translates all letters, emails, and phone calls from the Administration into Spanish. (See ELL Languages Percentages for EHT - linked). Additionally, the district's Bilingual Parent Coordinator organized a virtual parent meeting (Noche Latina) to be able to provide support for parents and students. Lastly, the Bilingual Parent Coordinator maintains and updates a website in Spanish called "Recursos Para Padres" (Parent Resources) that is also linked to the Egg Harbor Township School District Community Resource page. There Spanish speaking parents can find all necessary resources converted to Spanish, which includes self-help videos aligned to virtual learning.

C. **ELL Access Challenges and Solutions**: Many of the district's ELLs did not have access to the internet nor did they have a computer at home. The district immediately devised a plan once schools closed to distribute Chromebooks to families in need. Three separate distributions took place and subsequent devices were delivered to students' homes. The district also assisted families with securing an internet connection if one was not available. Many of the families need a great deal of support to learn how to use technology to connect virtually with the child's classes. The ELL teachers are working on a weekly basis to provide the support needed to help the children learn how to use Google Classroom to be able to turn in their work. This effort is ongoing. The district's ELs are undoubtedly utilizing their home

languages while school buildings are closed and as a result their access to the English language remains limited to the times they connect with their teachers. As a result the district is planning to implement a virtual summer program for ELs in all grade levels during the month of July to be able to provide additional support in learning English.

COMPONENT 4 - SAFE DELIVERY OF MEALS PLAN
  A. **Planning for Continued Safe Delivery of Meals**:
- a. The Egg Harbor Township School District is prepared to meet school nutrition provision requirements as directed by the Department of Agriculture.
- b. The District Food Service Department will prepare breakfast and lunch for ALL students at 2 locations (High School and Alder Middle School). Additionally, food distribution sites will be established for distribution in the community (see below). Distribution of meals follow safe delivery methods of providing a buffer of 6 feet between staff and families. In addition, meals are placed on tables for retrieval and dispersed one family at a time. All staff maintain proper social distancing guidelines along with wearing protective masks and gloves. Tom Beck, Supervisor of Food Services, will be responsible for coordinating this service. In addition, Mr. Beck will ensure staff are free from illness.
- c. Breakfast and lunch will be served at three locations (EHTHS, Alder MS, and Davenport Elementary School) between 7:00 am and 10:00am for curbside pick-up. Food service staff will wear gloves and masks during distribution and Class III officers will be present at all three locations.
- d. Delivery will also take place in the EHT School Community at various drop off locations. All staff on delivery distribution will wear gloves and masks for distribution and EHT security will assist in meal distribution drop off.
- e. Food service staff will take student name and pin number at the distribution sites. The head cashier will keep track and count of student meals (breakfast, lunch, or if applicable one or the other).
- f. There will be multimedia communication regarding the designated time for distribution delivery and curbside pick-up Communication is sent via text, email, posted on website, as well as social media. Additionally, communication is sent in both English and Spanish. Families/students who qualify for free/reduced meals will be contacted directly to ensure continuity of food services.
- g. Sample of communication: English (linked); Spanish (linked)
- h. Safety Precautions: The staff will follow all food safety requirements as usually performed in normal operation. The following is the highlighted process:
  - i. A custodial crew will be handling trash and floor areas.
  - ii. Kitchen staff will be cleaning and sanitizing all other kitchen equipment.
  - iii. Temperatures of food will be taken and recorded into our NJUSDA HACCP.
  - iv. Menus will be created using NSLP and SBP guidelines.
  - v. Production records will be kept for all food prepared for distribution. (similar to the school year).
  - vi. Students will have a variety of options to select from for dietary needs: lactose free milk, gluten free products, and nut free allergy items.

COMPONENT 5 - LENGTH OF REMOTE OR VIRTUAL INSTRUCTIONS DAY:
  A. **Maximizing Student Growth and Learning Through a Comprehensive Virtual/Remote Learning Plan**:
- a. Virtual Learning Plans:
  - i. Grades P-3 Instructional Schedule
  - ii. Grades 4-5 Instructional Schedule
  - iii. Grades 6-8 Instructional Schedule
  - iv. Grades 9-12 Instructional Schedule

b. <u>**Definitions of Terms and Color Codes on the Instructional Schedules:**</u>
   i. <mark style="background-color: cyan">Virtual Help (Office Hours)</mark> → Students have the opportunity to speak with a teacher via phone, email, or Google Meet for assistance. Teachers will post on Google Classroom their Virtual Help times.
   ii. <mark style="background-color: orange">Virtual Lesson</mark> → This time is dedicated for teachers to provide students mini-lessons and activities. All live videos will have a recorded version posted to Google Classroom to ensure students have access to the video any time of day.
   iii. <mark style="background-color: lime">Small group instruction</mark> → This time is dedicated for teachers to provide small group instruction or assistance to students via Google Meet. Examples may include the following: 1. To remediate for students who need help with assignments, skills, etc., 2. To offer enrichment for students who need extension of learning, 3. Students should be notified and scheduled through Google Classroom to set-up small group times.
   iv. <mark style="background-color: magenta">Student Check-in</mark> → This time is dedicated for teachers to reach out to individual students who have not been to Google Meets or completed work.

COMPONENT 6 - ATTENDANCE PLAN:

A. School attendance is monitored via participation in Google Classroom, Zoom and other virtual platforms as well as submission of student work and assignments. Students will "check-in" with their teacher(s) on a regular basis through each grade levels respective online platform. Teachers, Counselors and administration will continuously monitor student access to technology or lack thereof. For the younger students, in addition to seeing the students virtually, parents may also be part of the "check-in" with the teacher(s) on a consistent basis.

B. Teachers communicate with parents/guardians of non-participating students to ensure access to technology and ability of the student to participate. If the teacher is unable to communicate with the parent/guardian other staff assist including guidance counselors and administrators. After continued attempts using multiple means students are still not communicating, wellness checks are performed by District Staff through the use of Attendance/Truancy staff. Local police departments may also be called as needed to provide well-checks on students of concern.

C. Promotion criteria remain in effect. State testing graduation requirements for students in grade 12 were already met prior to the closure. At the elementary level, student promotion is based on acquisition of required skills related to grade levels. Code of conduct standards are maintained, as well as regulations associated with ABR. 504 Plans and IEP's are also being followed for attendance issues.

COMPONENT 7 - FACILITIES PLAN:

A. Maintenance of Buildings Throughout the Closure:
   a. To ensure only essential personnel are granted access to District buildings and vehicles during the period of quarantine as directed by the Superintendent or their designee.
   b. Personnel to work on projects, monitor construction and maintain grounds as long as feasible. If the staff is no longer able to work, they will work an abbreviated schedule or be sent home and remain on standby.
   c. Personnel will follow appropriate safety and social distancing guidance when feasible and wear gloves and masks as appropriate.
   d. Personnel will increase the frequency of routine interior and exterior touch-point cleaning, including, but not limited to, cafeteria tables, door handles, panic bars, door pulls, doorknobs, flush handles, sink handles and countertops.
   e. Custodial, grounds and maintenance staff will follow safety guidelines to clean, sanitize and prepare classrooms and buildings for the fall.
   f. District buildings and vehicles will be in a disinfected condition at the conclusion of quarantine for the safe return of all staff and students.
   g. At the conclusion of the 2019-2020 school year, buildings will be thoroughly cleaned and sanitized.

    h.   Supervisors will monitor to ensure staff are not ill.

COMPONENT 8 - SUMMER PROGRAMMING:
A. Extended School Year programs for students with disabilities have been planned virtually. The start date for these programs is July 6, 2020. Students have been identified to participate based on multiple measures and staff will be board approved and assigned.
B. Students requiring credit recovery due to failing grades will have the opportunity to complete summer classes. These include opportunities through local schools and on-line credit courses. Successful completion of these courses will be reflected on student transcripts.
C. 21st CCLC (ASPIRE) - Our summer program will operate "virtually" with instruction consisting of filmed/live instruction, tutoring, and activities. This equates to about 4 hours of daily programming over the course of Monday-Thursday. The program will run for 6 weeks beginning on July 6, 2020.

COMPONENT 9 - BOARD OF EDUCATION APPROVAL:
A. Our Plan was approved at the May 19, 2020 Egg Harbor Township Board of Education Meeting.
B. Certified Minutes (linked): re: approval of the District's Emergency School Closure Plan

COMPONENT 10 - PLAN POSTED ON DISTRICT WEBSITE:
A. Once the EHT Board of Education approves the Emergency Preparedness Plan on Tuesday, May 19, 2020, the plan will be posted on the Egg Harbor Township School District website, as well as on the COVID-10 Parent Resource webpage.

COMPONENT 11 - ESSENTIAL EMPLOYEES:
A. Chief School Administrator, Business Administrator, Assistant Superintendents and Director of Human Resources (and their assistants): This team of individuals is responsible for the oversight of the District and will be available daily during regular business hours to address all district concerns. The CSA will also be responsible for providing information for the school community regarding updates related to current district conditions. This information will be shared via phone, text, website and social media platforms. The CSA and BA in consultation with the Board of Education will make necessary decisions regarding budgetary, personnel and program concerns related to the District.
B. Building Administration (Principals, Assistant Principals, Content Supervisors): This team includes individuals that are responsible for the oversight of instruction, community relations, and building security. Administrators are to work remotely unless required to be on-site and are available during the normal school-day schedule.
C. Certified Staff (Teachers, CST, Counselors): These professionals are responsible for ensuring the equitable access to education and appropriate special education and related services for students. Staff is working remotely and required to be available during regular school hours to answer questions via email and phone.
D. Paraprofessionals: These professionals will continue to provide virtual support to certificated staff, as well as students and parents/guardians on a daily and as needed basis. All paraprofessionals are also working remotely and required to be available during regular school hours.
E. Secretarial and IT Staff: This team includes individuals responsible for disseminating community contact shared via voicemail and email to building and district administration. They will also assist with technology concerns during the closure. Staff is to work remotely, unless required to report in person, during regular business hours.
F. Custodians: The custodial staff are responsible for cleaning, sanitizing and disinfecting buildings as scheduled.
G. Maintenance: The maintenance staff will be overseeing building projects and completing repairs to the buildings in the district as directed by the Director of Facilities.
H. Grounds/Facilities: The groundskeeping staff will work to maintain all district properties as scheduled by the Director of Facilities.

I. Bus Drivers: Drivers will be utilized as needed, primarily for meal distribution deliveries.
J. Food Service: The Food Service Department will maintain a schedule that will allow for the preparation of meals and dissemination of meals for distribution.

COMPONENT 12 - SENDING DISTRICT SHARING OF PLAN:
A. [Sending and Receiving District Contact List](link) (linked)

OTHER CONSIDERATIONS:
A. **Field Trips**: ALL previously scheduled and approved field trips from March 17, 2020 through June 30, 2020 have been either cancelled or postponed.
B. **Staff Professional Development**:
   a. Participation in Professional Development Outside of the District: Staff participation in professional development opportunities that have been previously approved from March 17, 2020 through June 30, 2020 have been cancelled or postponed, unless the professional development was to be conducted virtually.
   b. Lunch and Learn: EHT School Districts Professional Development team has provided live and recorded virtual professional development to support their staff.
      i. [Lunch and Learn Playlist](link) (linked)
C. **Public Relations Protocols**:
   a. All communication to the media will be through the Superintendent or approved by the Superintendent.
      i. Forms of communication:
         1. Letters (hard copy and digital)
         2. School Messenger: Phone calls, email and text message alerts
         3. Social Media: Use of @EHTNJSchools on Facebook, Twitter, Instagram, LinkedIn
      ii. Websites Language Conversion: ALL communication sent via text and email will be converted to Spanish through School Messenger and forwarded to the bilingual coordinator to post on the "[Recursos Para Padres" website.](link)
      iii. Smore Newsletters: On a weekly basis the district and each of the schools produce a newsletter to share with the entire school community.
         1. [Sample District Smore Newsletter](link) (linked)
D. **Nursing Services**:
   a. Nurses are available via email to all families, especially those with medically fragile children and those afflicted with mental health issues such as anxiety and depression, to provide medical advice, guidance, and resources.
   b. Nurses are filming videos with the intent to post information regularly to keep families informed. Topics to include: managing the care of the medically fragile, chronically ill, and other medical issues or concerns for our students and the community as a whole. These issues will be addressed in real time situations as well as concerns for prolonged closure.
   c. A District Nursing Services Newsletter is also disseminated to the school community
      i. [Sample Nursing Services Newsletter](link) (linked)
E. **County Office Protocols:**
   a. District/School Security Incident Reports:
      i. All Health related incident reports need to be reported immediately to the following County Office Staff:
         1. Michele.Santelli@doe.nj.gov
         2. Deana.Snyder@doe.nj.gov
      ii. Additionally, communication of such health related incident reports should be copied to Central Administration.