

East Greenwich Township Public Schools
Emergency Preparedness Plan
2019-2020

5.19.20

A decision to close our schools would be made in consultation with the New Jersey Department of Health, Board of Education and superintendent. The purpose of the closure would be to limit transmission within the community.

In the event of an emergency health closure, this plan was developed in accordance with East Greenwich Township School District policies #2412 and #8451, as well as the New Jersey Department of Education guidance for public health-related closure memorandum from March 5, 2020. This plan complies with the requirements for access to home instruction services so that the missed day(s) count towards the 180 day requirement.

[EGTSD BOE Policy 2412~ Home Instruction Due to Health Condition](#)

[EGTSD BOE Policy 8451~ Control of Communicable Disease](#)

In the event of a public health-related closure, below is the plan for communication to stakeholders and the implementation of home instruction learning and services.

Communication to Stakeholders

Superintendent communicates closure to parents and staff via:

- Realtime message system (automated phone call, text, e-mail)
- Superintendent will call technology to update website
- Superintendent will call the business administrator who will alert the news stations

Superintendent enacts emergency administrative level communication procedures via:

- Text message to confirm receipt of plan implementation
- Text, the Google platform and email will be used to communicate during the time of closure for planning

Administration & Administrative Support Staff includes:

- Superintendent
- Principals (2)
- Assistant Principal
- Director of Curriculum and Instruction
- Supervisor of Special Education
- Business Administrator
- Director of Technology
- Director of Transportation

Administration will communicate at least weekly with stakeholders:

- Superintendent
 - Board of Education members
 - Chief of Police
 - Mayor
 - Office of Emergency Management Coordinator
 - Parents/Guardians
- Business Administrator
 - Maintenance staff
 - Cafeteria staff
 - Vendors

District Demographics:

Grade	2019-2020
PK	64
KG	186
1	179
2	169
3	179
4	198
5	184
6	174

Student Group	2019-2020
Female	49.70%
Male	50.30%
Economically Disadvantaged Students	6.91%
Students with Disabilities	20.58%
English Learners	0.30%
Homeless Students	0.22%
Military-Connected Students	0.74%
Migrant Students	0.30%

Racial and Ethnic Group	2019-2020
White	73.04%
Hispanic	6.09%
Black or African American	9.36%
Asian	6.24%
Native Hawaiian or Pacific Islander	0.37%
American Indian or Alaska Native	0.3
Two or More Races	5.20%

District Technology Family Access

Survey to families:

- For students who need a device:
 - Send home “Chromebook Loan Agreement”
 - When form is returned, provide student with
 - Chromebook
 - Charger
 - Case
- For students without internet access:
 - Contact parent and confirm internet is unavailable
 - If internet is unavailable, develop paper and pencil materials aligned to NJSLs and teacher lessons
 - Provide access to free internet or packet to student(s)
- Survey results indicated the following:
 - 9.7% of parents indicated the need for a device. All students received a borrowed device or a paper and pencil packet (parent choice).
 - 0.4% (2) parents reported no access to wifi. Packets were provided at parent request.
- Equitable access is provided to all students, as students in need were provided a device. Students without access were provided a resource to apply for 60 days of free internet access. They were also provided a paper and pencil packet aligned to the activities as their classmates.

Implementation of Remote Learning

Grade Level	Delivery of Instruction	Daily Time	Parent/Student Daily Communication Method	Assessment
Pre-K	Online, live learning through Zoom and individualized hands-on activities and paper and pencil activities individualized to students' needs and IEP goals	1 hour per day	Class Dojo & Email	Work Completion Reflection and Parent Signature
Beginners-First Grades	Online, live learning through Zoom and online learning through teacher-recorded videos aligned to NJSLs; Supplementary assignments in familiar online platforms	2 hours per day	Class Dojo & Email	Participation in live sessions; student
Second-Sixth Grades	Online learning through Google classroom aligned to NJSLs; Supplementary assignments in familiar online platforms	2 hours per day	Google Classroom Announcements and Email	Google Classroom assignments "turned in"; supplemental resource data reports

Parent & Student Communication:

- Teachers begin the day with a 9:15am message to parents and students. This email establishes a routine for the start of the instructional period and provides an overview of expectations for instruction.
- Staff members are available throughout the day from 9:15am-3:00pm with an exception of lunch. Lunch may be taken at the teacher's discretion in accordance with the CBA.

Attendance

All students will be considered present unless they are knowingly not participating in live instruction or completing daily assignments. Teachers collaborate with teams, including special areas, to determine if assignments are being completed. If assignments are not complete in any of the content areas, then teachers report it to the principal/assistant principal to have the student marked absent. Attendance letters will be sent to students who are continually

“absent” or not participating in school assignments. District attendance policy procedures continue to be in effect.

In addition, if students are not completing work, then the following steps are taken in a progressive order;

- The teacher contacts the student through Google message or assignment comments:
 - Offer assistance and clarification
 - Offer support sessions and invitations to small group instruction
- The teacher contacts the parent:
 - Teacher encourages parent to sign up for Google Guardian
 - The teacher provides a weekly planner template to help provide organization for the student
- The teacher reaches out to the counselor to report concerns
 - The counselor reaches out to the parents to offer suggestions and support
- The counselor notifies the principal/assistant principal
- Principal contacts parent and coordinates supports
 - A staff mentor may assigned to support work completion
 - Paper/pencil packets are considered for those who are struggling to work in the online format
 - The principal works with the parent or guardian to establish an action plan to improve attendance and work completion
 - Principal monitors plan in collaboration with teacher and counselor
 - In coordination with the superintendent, a wellness check is requested of the East Greenwich Township Police Department
 - Community supports are provided if necessary

Pre-K Delivery of Instruction:

Phase I (March 17- April 3)~ Development of Paper and Pencil Packets:

- Equitable access is provided to all students, as the packets are being provided directly to the students or their parent/guardians; packets are modified for our special education students
- General Education packets reflect NJSLs
- Pre-K and Special Education packets reflect individual needs
- All packets include a “Home Instruction Work Packet” reflection sheet for parents and students to complete together
 - Topics/skills that were secure
 - Topics/skills that were challenging
 - Additional reflections

Phase II (April 14- end of school year)~ Transition to Online, Live Learning Sessions

- Equitable access is provided to all students, as the teachers have direct, frequent contact with parents during the live learning sessions with teachers and service providers
- Morning meetings are held daily
- Teachers provide live and pre-recorded read alouds
- Skill-based small group sessions are theme-based and address students' IEP goals

Beginners through Second Grade Delivery of Instruction:

Phase I (March 17- April 3)~ Development of Paper and Pencil Packets:

- Equitable access is provided to all students, as the packets are being provided directly to the students or their parent/guardians; packets are modified for our special education students
- General Education packets reflect NJSLs
- Pre-K and Special Education packets reflect individual needs
- All packets include a "Home Instruction Work Packet" reflection sheet for parents and students to complete together
 - Topics/skills that were secure
 - Topics/skills that were challenging
 - Additional reflections

Phase II (April 14- end of school year)~ Transition to Online, Live Learning Sessions

- Teachers provide live and pre-recorded lessons to students in whole class and small group formats
- Skill-based small group sessions are provided to students
- Individualized and small group support sessions are available to students
- Basic Skills and counseling sessions are provided to qualifying students

Teachers are expected to share and provide instructional resources:

- Utilize familiar resources' online component. For example:
 - Go Math videos
 - Journeys Think Central Resources
 - Mystery Science
 - Weekly Reader and Scholastic News
- Use familiar supplemental resources. For example:
 - IXL
 - RAZ Kids
 - Brainpop Jr.

- Discovery Education
- Flocabulary
- See the end of the instructional section for more resources.
- Grade level teachers will maintain a similar pace with their grade level colleagues
 - Lessons can be chunked over 2-3 days to allow time for feedback and communication
 - Feedback can be provided in the form of comments to a parent in Dojo or by email.
 - Feedback can be provided in response to the parent and student reflections on the assignments
- Technology support is available for teachers
 - Complete a technology ticket. Include a contact number if you would like assistance by phone.

Third through Sixth Grade Delivery of Instruction:

Phase I (March 17- April 3)~ Online Learning

- Teachers provide live and pre-recorded lessons to students in whole class and small group formats
- Skill-based small group sessions are provided to students
- Basic Skills and counseling sessions are provided to qualifying students

Phase II (April 14- end of school year)~ Refining Online, Live Learning Sessions

- Teachers provide live and pre-recorded lessons to students in whole class and small group formats
- Skill-based small group sessions are provided to students
- Individualized and small group support sessions are available to students
- Basic Skills and counseling sessions are provided to qualifying students

Teachers are expected to upload content or assignments to Google classroom:

- Google Classroom is a familiar platform for students.
- Have students date assignments so there is a record of attendance and participation.
- Continue to use Google Classroom as well as optional:
 - Create and upload videos/voice recordings
 - IT provided screenshot cheat sheets
 - Teachers made a practice video and uploaded
 - Technology coach attended team meetings to answer questions
 - Use Google Hangouts Meet
 - IT provided screenshot cheat sheets

- Technology coach attended team meetings to answer questions
 - Utilize familiar resources' online component. For example:
 - Go Math videos
 - Journeys Think Central Resources
 - Mystery Science
 - Weekly Reader and Scholastic News
 - Use familiar supplemental resources. For example:
 - IXL
 - RAZ Kids
 - Brainpop
- Grade level teachers will maintain a similar pace with their grade level colleagues
 - Lessons can be chunked over 2-3 days to allow time for feedback and communication
 - Feedback can be provided in the form of comments on a shared document
 - A dialogue journal in a shared document where both student and teacher are conversing
 - A note or response written on a shared document
 - A graded assignment in Google Classroom
 - A voice message uploaded to Google Classroom
 - Real time feedback through Google Hangouts Meet
- Technology support is available for teachers
 - Complete a technology ticket. Include a contact number if you would like assistance by phone.

Additional Suggested Resources:

This list is not exhaustive; other resources may be used:

Grade	Literacy	Math	Writing	Science	Social Studies
3	Teachers will post articles or passages as needed. Journeys Flocabulary Raz Kids Learning A-Z Readworks	Go Math! Reflex Math Khan Academy IXL	Schoolwide Teachers will post activities to google classroom Writing prompts, revising activities...	Mystery Science Scholastic News Studies Weekly Readworks KidRex Safe Search	Brainpop Jr. Brainpop
4					Scholastic News Studies Weekly Readworks KidRex Safe Search
5	Teachers will post required articles or				KidRex Safe Search

6	passages as needed. NewsELA Readworks	Go Math! Reflex Math Khan Academy IXL Study Island		Discovery Education Readworks	Flocabulary National Geographic World History Discovery Education Readworks
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Additional Supplemental Resources:

Literacy

- Read a book and have a family member ask questions:
 - Who are the characters?
 - What is the problem?
 - How was the problem solved or a lesson learned?
 - Did any of the characters change? How do you know?
- Read a book for 20 minutes
 - Write a summary of what you read.
 - Complete a graphic organizer
 - [Fiction Graphic Organizers](#)
 - [Nonfiction Graphic Organizers](#)
 - [More scholastic Organizers](#) (Newspapers, magazines...)
- Have your child write and illustrate their own story.
 - [Story Stems](#)
- Provide your child with a picture and have them tell you a story about it (PreK-1) or write a story about it (2-6)
 - [NY Times Picture Prompts](#)
- [101 Writing Activities](#): Prompts for students to respond to, write about.... Cross curricular prompts.
- [Parts of Speech](#), [Punctuation](#), [Sequencing](#),
- Reading Comprehension: [Main Idea practice](#)
- [Storyline Online](#)- watch/listen to a story
- [National Geographic](#)- reads to students
- [Free Children's Stories](#)
- [ABCya](#)
- [Kidz phonics](#)
- [Story Place](#)

- [Reading Games](#)

Science

- [Next Generation Science Videos](#)
- [Stem Activities](#) (some resources required)
- [More Stem Activities](#) (some resources required)
- [Science online games and experiments](#)
- [Science Games](#)
- [Solar System](#)
- [Butterflies](#), [Penguins](#), [Endangered Species](#), [Dinosaur & Prehistoric](#), [Insects](#), [Reptiles/amphibians](#), [Rocks and Geology](#), [Space- Moons, stars...](#), [Weather](#)
- [Human Body](#), [Periodic Table](#), [World Biomes](#),
- [Earth and Space Science Resources](#)
- [Next Generation Science K-5](#)
- [How Stuff Works](#)
- [Bill Nye The Science Guy](#)
- [Brain Pop](#)
- [Cool Science Experiments Kids Can Do At Home](#)

Social Studies

- Have your child draw a map of their house or neighborhood.
- Research a famous person and summarize key facts about the person.
- [Social Studies-](#)
 - [Historical figures](#)
 - [Inventors](#)
 - [Geography](#)
 - [Interactive Maps](#)
 - [USA- States](#)
 - [Artists](#)

Math

- [Math Activities/Games](#)
- [Kindergarten](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Telling Time](#)
- [Measurement](#)

- [Place Value](#)
- [Probability](#)
- [Regrouping](#)
- [Rounding](#)
- [Signs of Inequality](#)
- [Subtraction](#)
- [Math games and practice](#)
- [Telling Time](#)
- [Math games](#)
- [Math Playground](#)
- [IXL](#)
- [Math games](#)
- [More Math games](#)

ESL Services

Students will continue to receive services as they did in the school building though virtual means. Students will be provided with supplemental ESL assignments in the ESL Google classroom and will meet in small groups with the ESL instructor for a minimum of 2 sessions per week. 1:1 sessions will be provided as needed. The ESL teacher will continue to provide support to students in their Google Classroom and modify assignments as needed. The ESL teacher will also remain in contact with the homeroom teacher and parents.

Parents of ELL students are contacted via email or if needed through an app that translates to parents in their native language. Our ESL teacher also serves as a technology instructor should parents need additional technical assistance.

Remote Learning and Assessment:

The district grading policy was revised on April 22, 2019 to reflect unique circumstances during the period of remote learning. During remote learning, no secondary or primary assessments will be administered or collected. Supplemental assessment grades will be assigned.

Our grading policy has been revised to reflect the unique circumstances surrounding remote learning. Below are important revisions to trimester 3 grading:

- ❖ During remote learning, we realize students may be dependent upon family members for access to technology and/or support. As a result, teachers allow 24 hours for assignments to be turned in. Teachers may use discretion to extend a due date or accept late/missing work based on a student's situation.

- ❖ During remote learning, the goal is for students to learn the skills/content and to demonstrate they have learned it. As a result, students may turn work in late AND receive an adjusted grade. Teachers may also provide feedback to students and allow

them to revise their work and resubmit. This process supports our goal of using assessment to determine if students are learning what we are teaching.

- ❖ During remote learning, all assessments are weighted equally. There are no grading categories (primary, secondary, supportive).
- ❖ During remote learning, students in grades 1-6 will receive only supplemental grades. (See page 2 for more information.)
- ❖ During remote learning, trimester 3 final averages will be calculated as “Pass” or “Incomplete” in grades 1 through 6. To earn a trimester 3 grade of “Pass”, a student’s average must be 65 or higher.

Beginners & **M**(aster), **W**(orking Towards), **N**(ot Meeting) will continue to be used.

Special Areas Beginners- Due to adjusted pacing, only the priority standards will be assessed.

Grades 1-4	<p>Students will receive a weekly grade in each subject area. Meeting Expectations (Score of 100 in Realtime Parent Portal)</p> <ul style="list-style-type: none"> ❖ Assignments complete; clear effort <p>Working Towards Expectations (Score of 80 in Realtime Parent Portal)</p> <ul style="list-style-type: none"> ❖ Assignments attempted but some/parts may be incorrect, incomplete or require more detail <p>Not Meeting Expectations (Score of 50 in Realtime Parent Portal)</p> <ul style="list-style-type: none"> ❖ Assignments mostly incomplete or incorrect; little effort No Attempt to Complete (Score of 0 in Realtime Parent Portal) ❖ Assignment not attempted <p>Teachers will adjust a student’s grade if the student revises work based on feedback, or if a missing assignment is turned in late.</p>
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<p>Grades 5-6</p>	<p>*Trimester 3 grades entered in Realtime prior to the March 16th closure will remain, and they will be included in students' trimester 3 averages.</p> <p>*Trimester 3 grades entered in Realtime after March 16th are counted as supplemental assessments and will be included in students' trimester 3 averages.</p> <p>Grade 5- Teachers will continue with the weekly grading plan currently in use. Grade 6- Teachers will continue with the grading plan currently in use.</p> <p>* Teachers will adjust a student's grade if the student revises work based on feedback, or if a missing assignment is turned in late.</p>
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Services for Students with Individualized Education Plans

Phase I (March 17- April 3)

- The OT, PT and SLT created a packet of activities/exercises that can be done at home. (Packets will be sent home with students and e-mailed out to parents in Class Dojo.) These packets were individualized for students' needs.
- Related service providers will update their websites with activities, resources and videos.
- Class Dojo and email will be used to communicate with parents, monitor student progress and provide supplemental resources.
- Case managers will be in contact with the parents and students who are on their case management and counseling list.
- CST members will document parent, student contact, report writing, IEP development and meetings.
- IT and the technology coach provided training to the CST team on:
 - Google Hangouts Meet- allows IEP meetings to continue in audio format only to be HIPPA compliant
- IEP meetings will continue as scheduled in a virtual platform.
- Students who attend out of district placements will follow the remote learning plan provided by the out of district placement.
 - The Supervisor of the CST and the EG case manager maintain contact with the out of district placement throughout the remote learning plan utilization.
 - The Transportation Director coordinates transportation with out of district transportation vendors. Vendors have been notified of the transition to remote

learning, and the Transportation Director plans to maintain contact with the out of district placements and transportation providers.

- At this time, there are no medically fragile students.

Phase II (April 14- end of school year)~ Refining Online, Live Learning Sessions

- Case managers continue to maintain contact with parents and consult with teachers regarding implementation of IEP's.
- CST members will continue to document parent and student contact, services provided, IEP development and IEP meetings.
- Special education teachers continue to provide individualized and small group instruction to meet students' needs and their IEP goals.
- Instructional aides provide assistance in small group Google Meets and monitor students' progress and work submission. Instructional aides also assist with organization by creating timetables and checklists to support students.
- The OT, PT and SLT provide teletherapy to students for those parents who provided permission.
- Packets, Google Slide instruction and parent consultation continue for other students.

End of Year/Summer Programming

- Sixth Grade Farewell Ceremony
 - In lieu of an in-person Farewell Ceremony, the ceremony will be held virtually. A slides presentation and pre-recorded videos will be compiled into one presentation.
- Extended School Year
 - Eligibility for ESY services is determined by the student's IEP team members, which includes parents. Teams will consider the severity of the student's needs, evidence of past loss of skills during extended breaks from school, and patterns of recoupment of skills when returning from breaks. The purpose of ESY is to help students maintain current skill levels.
 - The ESY program will be remotely implemented July 7th-31st for 3 times a week through a virtual instructional model. An additional week of ESY will be held August 18th-20th with an in district transition program. The in district transition program will focus on transitioning students back to district. Transitioning activities will include separating from parents, social-distancing practicing, reintroducing students into school routines and practices
 - The ESY program will include academic and related service based activities. The instruction will be delivered through a variety of learning platforms such as Google Classroom, Class Dojo, and Zoom. Students will participate in daily morning meetings, skill-based groups to work on fine motor, gross motor and

skills outlined in the students IEP. Class Dojo, Zoom, Google Hangout will be used for small group and individual lessons to support student learning. Instructional components and support sessions will be delivered individually and in small group to maximize student skill retention and differentiation. Students will receive related services outlined in their IEP and will be delivered via Google Slides and Google Hangout.

- Data will be collected through progress monitoring and data collection.
- Case Managers will provide transition meetings for teachers to review the implemented IEP. Case Managers and IEP teams will continue to conduct meetings virtually and follow timelines to the best of their abilities. If permissible, starting July 27 through August 28, 2020. Following safety procedures, such as desk shields and proper sanitation protocols, the team will conduct testing of students whose testing was suspended due to Covid 19. This will be done only if permitted by government orders and employee and parent agree to the protocol.
- Learning Loss for General Education Students
 - The What I Need Program will be offered virtually to students who qualify for academic support. This includes all ELL students.
 - The program will provide students with 2 hours per week of live, intensive instruction in reading and mathematics, as well as focused online, independent practice activities.
 - Teachers will collect data through these online activities to monitor students' progress.
 - Under the direction of the Director of Curriculum and Instruction, a virtual, summer district curricula committee will be convened to plan for September remediation in the areas of reading, writing and mathematics.

Staff Member	Basic Responsibilities *Please note additional responsibilities may be assigned in accordance with BOE-approved job descriptions
Classroom Teachers- Clark Must invite Mrs. Nollet and Dr. Chiodi to your Class Dojo	Website: Keep website updated with activities for students. (see curriculum website if you need ideas.) Phase I- Assignment Packets: on the district website and paper copies made for 10 days. Phase II- Assignments: In Class Dojo or Google Classroom Communication with parents- daily through Dojo/e-mail Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
Classroom Teachers- Mickle Must invite Mrs. Mahoney and Dr. Chiodi to Google Classroom	Website: Keep website updated with activities for students. (see curriculum website if you need ideas.) Assignments: in Google Classroom Communication with parents- daily through email Communication with students- daily through Google Classroom Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
Special Area Teachers- Clark & Mickle	Website: Keep website updated with activities for students. Assignments: assignments in Google Classroom or website Communication with parents- daily through the teacher website. Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
Basic Skills and Response to Intervention Teacher Clark & Mickle	Website: Keep website updated with activities for students. (see curriculum website if you need ideas.) Assignment Packets: on the district website and paper copies made for 10 days. Assignments: in Google Classroom Communication with parents- daily through Dojo/e-mail Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
Classroom Instructional Assistants General Education, Special Education	The classroom teachers should include the classroom instructional assistants on all Dojo and email correspondences. The classroom assistant can provide additional student assistance in completing assignments, as needed. Assistants will be included in Google Hangout/Meets

	Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
Teacher on Assignment- NJTSS	Working on NJTSS grant items (as specified in meeting) Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
Teacher on Assignment- Literacy	Working on Journeys test updates, Working on NJTSS grant items (as specified in meeting) Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
Teacher on Assignment- Technology	Will assist teachers with "technology tickets" Will assist teachers with access if needed Communication with parents/students-ELL Students Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
Director of Technology/Technology Department Staff	Will assist teachers with "technology tickets" Will assist teachers with access if needed Available: 8:30am- 3:30pm; 30 minute contracted lunch during this time at staff member's discretion
Related Services	Will be in contact with families throughout the school closure, participate in virtual IEP meetings, prepare IEPs, write reports and goals Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
CST Members	Complete reports, coordinate virtual meetings, support implementation of IEP's Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
CST Secretaries	Available: 8:30am- 3:30pm; 30 minute contracted lunch during this time at staff member's discretion
School Psychologist, Guidance Counselors, Behaviorist	Do required checks on students on their caseloads. They are to report concerns to their building principals, supervisors, add a message on the District Daily Dose that will be emailed to staff members Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
Nurses	Nurses will keep abreast of the current Covid 19 information

	being disseminated. Do the necessary reporting to the Superintendent, County and Local Department of Health. Available: 9:15am- 3:00pm; 30 minute contracted lunch during this time at staff member's discretion
School Secretary - Clark and Mickle	Check school voicemails twice per day - morning and afternoon. Send emails regarding those messages to the appropriate staff member. Send school specific Realtime messages when provided by administrators. Available: 8:30am- 3:30pm; 30 minute contracted lunch during this time at staff member's discretion
Supervisory Aides-Clark and Mickle	Will electronically provide the handbooks for supervisory aide staff and provide the assistant principal with input and suggestions Will develop a plan for rules and games Available: 11:00-1:00pm

Staff Attendance:

During the implementation of the remote learning plan, staff is expected to fulfill their professional obligations. As such, remote learning days are paid work days.

If you are unable to work due to illness, please document use of a sick day in Aesop and notify your supervisor by email. You may also continue to request personal days and bereavement days in accordance with the Collective Bargaining Agreement.

In the event of your absence, the building principal or assistant principal will notify parents of your absence and assume the communication and learning assignments for the day.

Activation of the remote learning plan is due to the public health emergency. Given that the remote learning plan's effective implementation requires all staff to perform their duties, all staff are considered emergency personnel. As such, you may be directed by your administrator to work in the building or remotely based on the emergency need. You may also be assigned additional work from home responsibilities.

Essential Personnel for Free and Reduced Lunch:

Weekly on Mondays and Thursdays for food preparation: Director of Food Services, Transportation Coordinator, Food Services workers (4)

Weekly on Mondays and Thursdays: Superintendent, Business Administrator

Essential Personnel for Facilities Care:

Maintenance staff is essential for the care and cleanliness of the buildings. Maintenance staff is assigned on a rotating basis to ensure the buildings are clean, functional and safe. The maintenance staffs also maintain the property during the rotation.

The Business Administrator and Heads of Maintenance coordinate the rotating schedule and make adjustments based upon routine needs and emergent needs.

Essential Personnel for Business Operations:

Biweekly for payroll preparation: Payroll Clerk, Business Administrator

Essential Personnel for Instruction:

-Director of Instructional Technology or Technician, Building Principal: As needed to provide student(s) or staff member(s) with a Chrome book should the current device break and they have no other device available(Chrome books, chargers and cases are stored in the main office area to limit access building)

-Secretarial staff, Director of Curriculum/Building Principal/Assistant Principal/CST Supervisor: As needed to perform tasks unable to be performed remotely

-Instructional Staff, Building Principal: As needed and approved by building principal to access educational materials and/or complete required tasks unable to be performed remotely

-Other staff may be deemed essential by the superintendent, and the staff would be asked to enter the building for a specific task only.

Social distancing and current safety practices are in effect for essential staff. Essential staff movement within the building is limited. Any area of the building used by an employee are thoroughly cleaned and sanitized afterwards.

Free and Reduced Lunch and Lunch for students in need:

To meet the needs of students who are receiving free and reduced lunch or have a need for free lunch, essential cafeteria personnel will continue to make bag lunches while wearing personal protective equipment and maintain social distancing. Lunches for three days are delivered to students homes on Mondays and lunches for two days are delivered to students homes on Thursdays. Lunches are delivered by school bus with school staff members delivering meals. All staff who participate in the delivery wear personal protective equipment and maintain social distancing. Parents of students who qualify for free and reduced lunch have been contacted by the school counselor or cafeteria manager regarding specific drop off times.

SFA Name: East Greenwich Township Schools

Agreement #: 01501180

Date Meal Distribution will begin: Tuesday, March 17, 2020

Date Meal Distribution will end: Upon conclusion of remote learning

Distribution Location: Samuel Mickle School 559 Kings Highway Mickleton, NJ Main office

Meals to be claimed per day: 93

Parents were contacted by email and phone to make them aware of their eligibility for lunches. Parents were advised of the pickup dates, location and times.

Business Office:

- Payroll services are handled in East Greenwich Twp. 's Board Office. Payroll for staff could be made available if regular classes were not in session. On-going communications would be initiated by the superintendent through the use of emergency staff and parent communication. The school's district website would also be used to post any new information that might be useful to the staff and student body.
- Disable fobs for staff to prevent access to building.