

EAST RUTHERFORD PUBLIC SCHOOLS

COVID-19 Emergency Outbreak Response

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**Home Instruction Preparedness
Pandemic School Closure Plan**

(Updated)
East Rutherford School District
Coronavirus/COVID19/Health Related Closure Plan
Preschool - 8th Grade

In response to the closing of the East Rutherford School District:

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

1. East Rutherford School District Demographic Profile

The overall demographic profile includes a district enrollment of 762 students. There are 135 special education/students with disabilities students. This 135 includes 114 students who are serviced in our district and 11 who are placed in out-of-district placements. A total of 2 students are homeless, 55 students are enrolled in English as a Second Language classes. 11 students are enrolled in our Middle School ESL program and 44 at the Elementary level. Currently a total of 241 students receive free and reduced lunches putting the district percentage for students with free & reduced lunch at 31.6%. The district does not have state funded preschool students.

1a. DELIVERY OF VIRTUAL & REMOTE INSTRUCTION

Below is a revised and updated outline of the remote learning plans and class schedules for Pre-K through 8th grade for the 2019- 2020 academic school year.

Preschool Schedule

8:10 - 8:20	Teachers will conduct REMIND and Email Sign-In with Parents
8:20 - 8:40	Calendar Time: Day, Month, Year, Weather & Season
8:40 - 9:20	Reading and Writing
9:20 - 10:00	Mathematics
10:00-10:40	Science Activities
10:40- 11:10	Social Studies Activities
11:10- 11:40	Art/Music/Dance/PE and/or Theatre
11:40-12:10	Independent/Targeted Instruction via Reading Eggs, SeeSaw, Creative Curriculum and other online programs
12:10 - 3:06	Related Services

Preschool Disabled Schedule

8:10 - 8:20	Teachers will conduct REMIND and Email Sign-In with Parents Calendar
8:20 - 8:40	Time: Day, Month, Year, Weather & Season (Generalization)
8:40 - 9:20	Reading and Writing (ABA driven-Rethink Autism Student Account)
9:20 - 10:00	Mathematics (ABA driven-Rethink Autism Student Account)
10:00-10:40	Science and Social Studies Activities (ABA driven)
10:40- 11:10	Daily Living Skills
11:10- 11:40	Fine Motor Skills
11:40- 12:10	Gross Motor Skills
12:10 - 3:06	Related Services

Kindergarten - 1st Grade

8:30- 8:40	Teachers will conduct REMIND and Email Sign-In with Parents
8:40 - 9:40	ELA: Reading & Writing
9:40 - 10:40	Math
10:40-11:20	Science
11:20-11:50	Social Studies
11:50-12:20	Comprehensive Health & PE
12:20 - 12:40	Art/Music/Spanish
12:10 - 3:06	Related Services/ESL/ Basic Skills

- During the period of March 16th - May 1st, Preschool through 1st Grade students will be required to complete content area packets for daily instruction. During this period, instruction will be remotely monitored via the use of online platforms to track targeted interventions. Moving forward, May 4th to the end of the school year, Preschool through 1st Grade students will be required to complete core content area subject areas such as: English Language Arts, Mathematics, Science and Social Studies via online platforms. These online platforms are inclusive of but not limited to: Freckle, IXL, Reading EGGS, Mathseeds, Think Central, GoMath (online components), Mystery Science, SeeSaw, Reading A-Z, Creative Curriculum (online activities), Rethink Autism and Boom Learning.
- To facilitate the district's movement from paper packets to online instruction, the district first surveyed all parents to assess the need for devices and internet access Pre-K through 1st Grade. Based on the results of this technology survey, the district has ensured that all students Pre-K-1 have access to a Chromebook or a similar device (I-pads for preschool children). The district purchased and distributed jetpacks with internet service which were distributed to students who do not have internet access at home. These measures ensure equitable access for all students.
- In regards to ESL and Special Education, these students will receive push in services during their regular scheduled times. Similarly, students will receive pull out services during the designated times as indicated in the schedules. To track the progress of our ESL students, the teachers are able to extract data from the various online platforms to see how much time has been spent on assigned tasks, which skills are mastered and those that need reinforcement. Freckle allows the teachers to differentiate reading passages in all content areas for all students as needed. The REMIND app will continue to be utilized for group discussions and ongoing daily

communication will continue to be fostered between school personnel and parents through email communications and phone calls.

2nd Grade - 4th Grade

8:30- 8:40	Teachers will conduct attendance and check in via Google Classroom
8:40- 9:40	ELA: Reading & Writing
9:40 - 10:40	Math
10:40 - 11:20	Science
11:20 - 11:50	Social Studies
11:50 - 12:20	Comprehensive Health & PE
12:20 - 12:40	Art/Music/Spanish
12:10 - 3:06	Related Services/ESL/ Basic Skills

5th Grade - 8th Grade

7:54- 8:00	Teachers will conduct attendance and check in via Google Classroom
8:00- 8:40	ELA: Reading & Writing
8:40- 9:20	Math
9:20 - 10:00	Science
10:00 - 10:30	Social Studies
10:30 - 11:00	Classroom Comprehensive Health & PE
11:00 - 11:30	Art/ Music/Spanish/Mandarin
11:30 - 12:00	Dance/Theatre
12:00 - 2:40	Related Services/ESL/Office hours- to meet with teachers and school counselors

- During the first phase of remote learning, March 16th - May 1st, students in 2nd- 8th grade were assigned a Chromebook device in order to conduct remote instruction via Google Classroom beginning. This framework will continue for 2nd- 8th grade students May 4th until the end of the school year. In conjunction with Google Classroom, the teachers will continue to utilize supplemental online programs such as Freckle, IXL, Mystery Science, Envision Math (online component), ReadWorks.Com, Newslea, DBQ, Quizzlet, KhanAcademy, online and Brain Pop.
- All students 2nd- 8th grade have equitable access to school distributed devices as well as internet access. The district has implemented a protocol for the replacement of devices as needed in order to minimize disruption of learning for our students.
- ESL and Special Education, students will receive push in services during their regular scheduled times. Similarly, students will receive pull out services during the designated times as indicated in the schedules. To track the progress of our ESL students, the teachers are able to extract data from the various online platforms to see how much time has been spent on assigned tasks, which skills are mastered and those that need reinforcement. Freckle allows the teachers to differentiate reading passages in all content areas for all students as needed. The REMIND app will continue to be utilized for group discussions and ongoing daily communication

will continue to be fostered between school personnel and parents through email communications and phone calls.

- Cycles/Specials: Students will be provided with alternate assignments that can be completed at home, as though a student is on home instruction. Simple hands on projects will be incorporated as well. For example: PE - Exercise log or alternate written assignments such as when students are excused from gym. Art programs - teachers will post alternate assignments that may span multiple instructional blocks. Instrumental Music - will utilize Smart Music at the middle school level.
- Rationale for Use of Google Classroom:
 - This platform allows for Doc Sign-In/Discussion for attendance purposes
 - Slides - Interactive Presentation
 - Collaborative project and research based assignments
 - Flipped Classroom videos
 - Forms - Assessment
 - Articles/Worksheets
 - Google Classroom Question - digital discussion forum
- Summary of Web-Based Platforms being Utilized: IXL, Freckle, Quizlet, Reading Eggs, Mathseeds, Reading A-Z, Khan Academy, Khan Academy Jr., Newsela, ReadWorks.com, Storyline Online.com, Spelling City.com, XtraMath.com, DBQ Online, SeeSaw, Boom Learning, BrainPop, Peardeck, Rethink Autism, Creative Curriculum (Online Activities)- just to name a few.

These platforms are skills based, they provide opportunities for accountability, individualized instruction and ease of data tracking and progress monitoring.

1B. STUDENT ATTENDANCE

Student Attendance (773 Students) Middle School Time: (7:55am – 12:05pm)
Elementary School Time: (8:30am – 12:50pm) & Preschool Time: (8:10am – 12:20pm)

During the COVID-19 remote learning period, the attendance procedures are as follows:

- **McKenzie Elementary School:** At the McKenzie elementary school, daily attendance surveys are sent out to parents of students Pre-K-4th grade. Parents are required to complete these attendance forms daily and submit to the classroom teachers. Once the teachers receive all attendance forms within the instructional day, the information is compiled and documented on a shared google spreadsheet. If a parent does not submit the attendance form in a timely manner, the teachers will follow up via an email or a text message through the REMIND app. If the parents are still unresponsive within a 24hour timeframe, the student is marked absent. If the student is marked absent, the building secretary will continue to follow up with parents to verify the wellness status of the student. Students with excessive absences are followed up and monitored by case managers or the school counselor where applicable. The district's school resource officer is also utilized to conduct

wellness checks on families of students who are absent 5 consecutive days or more.

- **Faust Middle School:** At the middle school level, each teacher takes attendance for their assigned period. In order to be considered present, the student must sign in to their google classroom and must complete work by 8pm on each instructional day. The teachers have a 24-hour window to submit attendance to the building secretaries. This is to provide students with multiple opportunities to ensure completion of work. If a student does not sign in to his/her assigned google classrooms and does not do the required work by the given deadline, the teachers will follow up with the parent/guardian via an email, phone call or a text message through the REMIND app. If the parents are still unresponsive within the given timeframe, the student is marked absent. If the student is marked absent, the building secretary will continue to follow up with parents to verify the wellness status of the student. Students with excessive absences are followed up and monitored by case managers or the school counselor where applicable. The district's school resource officer is also utilized to conduct wellness checks on families of students who are absent 5 consecutive days or more.
- Students who receive an Incomplete at the end of the school year due to excessive absences and poor participation will be required to complete summer school classes virtually or otherwise.
- Overall, the district has made the determination not to retain students for the 2020-2021 school year however, students that were being considered for retention will move to the next grade level with an Action Plan in place. This action plan will be developed by the I&RS committee for each building. Action plans will be very specific in outlining areas of weakness, interventions and supplementary services such as reading and or math labs.

1C. STUDENTS WITH DISABILITIES

- The delivery of instruction for students with disabilities is similar as their general education counterparts with the appropriate modifications as determined by their Individualized Education Plans. The special education students in an in class support and resource classroom setting are provided with instruction and support by their assigned special education teachers. Paraprofessionals are assigned to google classrooms to provide the necessary support for special education students who are using this learning platform. For students who require behavior support, the district's behaviorist works with the case managers, students and parents to provide appropriate support as dictated by the given circumstances. Students who are hard of hearing receive support for a teacher of the deaf who pushes into online classrooms to provide closed captioning and also to scaffold instruction as is appropriate. Students who are dyslexic continue to receive online intervention from our Wilson certified Reading Specialist.

Additionally, students who are dyslexic as well as others who present with reading difficulties are provided with text to speech and speech to text extensions to alleviate reading difficulties as well as to provide the option of recording responses versus written responses. The various online platforms and programs allow the use of online

manipulatives for students who need this level of support in Mathematics. Freckle is used to differentiate reading passages based on lexile levels and Screencastify is used by teachers to deliver lessons with simplified instructions and explanations. At the preschool disabled level, it is important to note that parent training is held frequently to assist parents during this remote learning process.

- All related services are tracked through the use of Google spreadsheet. On a daily basis, related service providers such as: speech, occupational therapist, physical therapist and counselors are required to document session notes. Sessions notes contain data in regards to what was targeted and difficulties or gains that were made. Session notes are also used to memorialize parent contact and communication. All therapies are currently being provided through teletherapy and telehealth sessions. To verify the fidelity of these sessions, the behaviorist, case managers and director may visit online sessions. Daily meetings are held Mondays-Thursdays with the Director of Student Services to discuss special education and 504 students who receive therapies.
- Case managers utilize google spreadsheet to document all parent communication. Additionally, the child study team secretary creates google calendar invites for every meeting held. This allows the director of student services to see when parents are being contacted. The case managers collaborate on a daily basis with teachers and related service providers to ensure that the students on their caseload are hitting the required targets and are completing the required course load. These collaborative efforts frequently translate into virtual meetings with parents. For students who are having extreme difficulties, IEPs have been amended where necessary to ensure success. Daily meetings are conducted with all child study team members and related service providers by the director of student services to discuss student progress. Additionally, staffing meetings are held to discuss specific students and their unique circumstances.
- Currently, all meetings are held using web based meeting platforms such as: Google Meets, Google Hangouts and or Zoom. These platforms are used to conduct annual, identification and re-evaluation meetings. The parents are usually sent an invite via email and will receive a follow up email or telephone call to remind them of meeting dates and times.
- Annual meetings: Teachers are able to submit current levels of performance for all students which is incorporated into developing the annual IEP for our students. All annual IEPs are created using OnCourse which is our special education platform.
- Re-evaluation meetings: Case managers are able to utilize current informal data, existing formal performance data as well as data gathered from informal rating scales to conduct re-evaluation meetings.
- Initial Meetings: For Early Intervention cases, the district is accepting most recent evaluations completed as well as we are using inventory screening tools to gather additional information from parents, EI coordinators and therapists to classify those students who obviously need services. For cases that are more ambiguous, the district has delayed making a determination until school is reopened and we can conduct face to face testing. In the district, for initial cases where the data was collected and testing completed before the closing on March 13th, those meetings were held to discuss the

data findings. Initial referrals after March 13th is placed on hold until schools are reopened and testing can be completed in a fair and equitable manner.

EXTENDED SCHOOL YEAR 2019-2020

The following below is being proposed for consideration and implementation for the 2019-2020 Extended School Year Program. This proposal was developed with the concept of no more than 10 individuals per room and workstations marked off 6ft apart for onsite instruction. This proposal contains an outline for both **virtual and onsite** Extended Year Program.

Classroom Configurations

Class #1: J. Farley
Number of Students: 3
Number of Staff: 3

Total number in classroom: 6 (3 students and 3 adults)

Class #2: K. Martinez
Number of Students: 4 in the a.m. session **ONLY** and 4 in the p.m. session **ONLY**
Number of Staff: 4

Total number in classroom at any given time: 8 (4 students and 4 adults)

Class #3 A: E. Moreno
Number of Students: 4
Number of Staff: 3

Total number in classroom: 7 (4 Students and 3 adults)

Class #3 B: E. Moreno
Number of Students: 4
Number of Staff: 3

Total number in classroom: 7 (4 Students and 3 adults)

Note: E. Moreno's class will split in two therefore section A will be housed in a separate classroom than section B. Ms. Moreno will circulate between the two classrooms. There will be a certified staff in each classroom at all times.

Class #4 A: C. De la Cruz
Number of Students: 4
Number of Staff: 3

Total number in classroom: 7 (4 Students and 3 adults)

Class #4 B: C. De la Cruz
Number of Students: 4
Number of Staff: 3

Total number in classroom: 7 (4 Students and 3 adults)

Note: C. De la Cruz's class will split in two therefore section A will be housed in a separate classroom than section B. Ms. Moreno will circulate between the two classrooms. There will be a certified staff in each classroom at all times.

Class #5: C. Scelsa
Number of Students: 5
Number of Staff: 3

Total number in classroom: 8 (5 students and 3 adults)

Class #6: Z. Majsiak
Number of Students: 5
Number of Staff: 2

Total number in classroom: 7 (5 students and 2 adults)

Room Assignments

Class #1: J. Farley
Room#: A104

Class #2: K. Martinez
Room#: A103

Class #3 A: E. Moreno
Room#: A102

Class #3 B: E. Moreno
Room#: A103

***Class #4 A:** C. De la Cruz
Room#: 108 (Faust School)

***Class #4 B:** C. Dela Cruz
Room#: 109 (Faust School)

***Class #5:** C. Scelsa
Room#: 202 (Faust School)

***Class #6:** Z. Majsiak
Room#: 214 (Faust School)

NOTE: Classes with an asterisk is pending final approval from building principal

Arrival and Departure Times

1. J. Farley: 8:00 - 12:00
2. K. Martinez: 8:15 - 12:15 or 8:30 - 12:30
3. E. Moreno: 8:30 - 12:30 or 9:00 - 1:00
4. C. De la Cruz: 8:30 - 12:30 (Enter from front of building)
5. C. Scelsa: 8:30 - 12:30 (Enter from back of building near offices)
6. Z. Majsiak 8:30 - 12:30 (Enter from Parking Lot)

Suggested Protocols & Guidelines

- Nurse Checks Temperature of staff and students at Annex and Faust before entering building
- Students sanitize and or wash hands upon entering building
- Upon arrival, the doors should be propped open to avoid excess touching. Once all students are inside doors can be closed by teachers wearing gloves.
- Pre-School & Faust: Line up markers outside of building to indicate 6ft apart
- Pre-School & Faust: Line up markers inside the building to indicate 6ft apart
- Pre-school: No center time activities
- Preschool & MD classes: All students should have a bin in their toys and work materials in their areas. There should be no sharing of toys
- An area for Speech and OT will set up in each class so that students do not need to leave the classrooms and travel
- Speech therapist will be assigned to specific rooms so that they do not have to travel across different rooms
- No use of the playground during ESY
- Consider having onsite instruction even days and virtual instruction on odd days as an alternate plan. This means students and adults would only be in the building for a total of 10 days

Materials Purchased to Support Program Guidelines

- Kids masks
- Disposable aprons
- Glove holders (wall units)
- Face Shields
- Portable sneeze guards for related services and ABA Instruction

VIRTUAL ESY MODEL

- Virtual sessions will be held using the zoom platform as this platform allows teachers to break out their classrooms into small groups.

Suggested Zoom Classroom Configurations

Class# 1: J. Farley

Number of students per session: 3

Number of Paraprofessionals: 1

Number of zoom sessions: 1

Schedule: Given the small class size, the teacher will be able to facilitate sessions with one paraprofessional as a co teacher.

Class# 2: K. Martinez

Number of students per session: 4

Number of Paraprofessionals: 1

Number of zoom sessions: 2 (one for a.m. and 1 for p.m. students)

Schedule: The first session will be conducted for a.m. students. The teacher is assigned two paraprofessionals in order to breakout her students into smaller groups as needed. The teacher is able to go back and forth between sessions virtually.

Class #3: E. Moreno

Number of Students: 9

Number of Paraprofessionals: 7

Number of zoom sessions: 4

Schedule: One zoom session with 4 break out group sessions. Each break out session will be hosted by two paraprofessionals. The teacher will rotate in and out of sessions.

Class #4: C. De la Cruz

Number of Students: 8

Number of Paraprofessionals: 5

Number of zoom sessions: 3

Schedule: One zoom session with 3 break out group sessions. Each break out session will be hosted by two paraprofessionals. The teacher will rotate in and out of sessions.

Class #5: C. Scelsa

Number of Students: 5

Number of Paraprofessionals: 1

Number of zoom sessions: 1

Schedule: Given the small class size, the teacher will be able to facilitate sessions with one paraprofessional as a co teacher.

Class #6: Z. Majsiak

Number of Students: 5

Number of Paraprofessionals: 1

Number of zoom sessions: 1

Schedule: Given the small class size, the teacher will be able to facilitate sessions with one paraprofessional as a co teacher.

1D. English Language Learners:

- At the elementary level, lessons are posted daily on Google classroom after creating the lessons within the ReadingEggs website. The teachers email both students and parents daily as needed. Students' work is automatically documented on the ReadingEggs, Freckle and IXL websites and their lesson is adapted to their progress which was originally based on the placement test they took in the Fall to gauge their language ability when they began using the platform. Reports can be generated within the ReadingEggs website to individual progress or by class. Students have been working on a variety of lesson types that incorporate the language domains of listening, reading, and writing within comprehension lessons, spelling lessons or utilizing (both fiction and non-fiction) library books from the ReadingEggspress library.
- At the middle school level, Google Assignments with instructions are posted in Google Classroom on a daily basis. Once posted, students are expected to post their attendance, complete and turn in their assignments. Upon turning in their assignments, the ESL teacher will follow up with immediate feedback. If the work is not completed, an email communication is sent home. The daily progress of ESL students is monitored based on their performance on assigned tasks in google classroom, Freckle, Commonlit or IXL. Google Docs is also utilized for submission of written assignments.
- Translation services are provided for families through the use of existing school personnel or through our contracted service provider- SupremeConsultants. Virtual

meetings with parents of ESL students are typically held with a translator in attendance when needed and requested by the parents.

2. LESSON PLANS

- Teachers are required to submit lesson plans through OnCourse, our online platform.
- Lesson plans are submitted by 9:00 a.m. every Monday.
- Teacher's plans are checked by building principals and the supervisor of instruction.

3. Staffing

Staff Attendance (174 Staff Member) Middle School Time: (7:55am – 12:05pm) Elementary School Time: (8:30am – 12:50pm) & Preschool Time: (8:10am – 12:20pm)

- ☐ Staff is required to document absences in Frontline and make a NO substitute request.
- ☐ Paraprofessionals should call or email Karen Dolinsky if taking a personal or sick day.
- ☐ Staff is required to check in via Google Spreadsheets. The teaching staff is also required to share their Google codes with building principals, so that the principals can conduct daily check ins and visit virtual classrooms.

3A. Staff Duties and Responsibilities

Central & Board Office Secretaries (2 Secretaries) Time: (9am – 1:00pm)

- Consistently monitor teacher attendance via Genesis.
- Communicate teacher attendance to the administrative team daily.
- Keep administration team informed about any absences lasting more than one day
- Check in and out of work via Google Docs.
- Maintain ongoing communication with direct members of the administrative team (building, principal, supervisor).

Building Secretaries (5 Secretaries) Middle School Time: (7:55am – 12:05pm) Elementary School Time: (8:30am – 12:50pm)

- Monitor and respond to emails and communications.
- Input student attendance in Genesis daily.
- Check in and out of work via Google Spreadsheet (to be shared).
- Maintain ongoing communication with direct members of the administrative team (building principal, supervisor).
- The CST secretary will work closely with team members and the CST Director daily.
- The CST secretary will attend daily Student Services Department virtual meetings.

Instructional Aides 2nd - 8th Grade: (27 Instructional Aides) Time: (10:00am – 12:00pm)

- During remote learning, paraprofessionals will engage in online professional development via Educational Impact.
- All paraprofessionals will receive emails with login information and course assignments by Monday, March 16, 2020.
- If a paraprofessional does not have a device to complete the assigned course work, that individual is required to pick up a district device at Faust School on Monday, March 16th between the hours of 10am - 12pm, which can be utilized to complete the assignments.
- All paraprofessionals are required to check in daily via the google attendance spreadsheet, which will be shared with all staff.
- All paraprofessionals are required to check their district email daily for all school updates.
- Since the inception of remote learning, adjustments have been made wherein paraprofessionals are assigned to provide translation services for families that are experiencing a language barrier as well as to provide support for special education and 504 students as needed.

Instructional Aides Preschool - Kindergarten: (16 Instructional Aides) Time: (10:00am – 12:00pm)

- During remote learning, paraprofessionals will engage in online professional development via Educational Impact.
- All paraprofessionals will receive emails with login information and course assignments by Monday, March 16, 2020.
- If a paraprofessional does not have a device to complete the assigned course work, that individual is required to pick up a district device at Faust School on Monday, March 16th between the hours of 10am - 12pm, which can be utilized to complete the assignments.
- All paraprofessionals are required to check in daily via the google attendance spreadsheet, which will be shared with all staff.
- All paraprofessionals are required to check their district email daily for all school updates.

Behaviorists & Counselors (2 Counselors & 1 District Outsourced Behaviorist) Time: (8:00am – 1:00pm)

- Continue to check in with the students and families that you know will need support during this time via phone, email or Google Hangout.
- Maintain a daily communication log.
- Take referrals from teachers about who to follow up with and check-in on.
- Support parents through education on available resources.
- In the event of a serious concern about a student (i.e. self-harm, suicidal thoughts/threats, severe anxiety, Child Protection situation) the counselor will refer their concern to their school principal. The principal will follow protocol in terms of Child Protection.
- Conduct telehealth counseling services.
- Conduct conferences with parents of students who are failing to complete assigned course work to determine appropriate levels of support needed.
- Attend daily Student Services Department virtual meetings.
- Continue to hold and update 504 meetings.

Child Study Team (4 Staff Members) Time: (8:00am – 1:00pm)

- Please check in as all other staff members in Google Sheets.
- Conduct virtual IEP meetings.

- Attend daily virtual meetings with the CST Director.
- Collaborate with classroom teachers, related service providers, and building principals to monitor student progress.
- Establish consistent communication and conduct weekly check ins with parents of students in an out of district placement.
- Collaborate with district behaviorists and other pertinent school personnel to coordinate behavior support for parents and students.
- Document and plan for conducting formal assessments upon immediate return to the school environment.

Related Services, ESL & Basic Skills (8 Staff Members) Middle School Time: (7:55am – 12:05pm) Elementary School Time: (8:30am – 12:50pm) & Preschool Time: (8:10am – 12:20pm)

- Be available as dictated by schedule to provide assistance to students and parents.
- Check in with the students and families on a daily basis to provide support in home-based instruction and additional guidance, check on student progress and address any questions they have via phone, email or other real time communication (Google Hangout).
- Maintain a daily Communication Log.
- Ensure that home-based materials are consistent with students' individualized education plans (IEPS) and ESL goals.
- Maintain ongoing communication with members of the administrative team (building principal and supervisor where appropriate).
- Related service providers should complete reports and IEPs.
- Related service providers should schedule and conduct teletherapy for all students on their caseload.
- Collaborate with case managers and the behaviorist to address parental needs and concerns.
- Continue to provide push in services virtually.

School Nurse (2 School Nurses) Middle School Time: (7:55am – 12:05pm) Elementary School Time: (8:30am – 12:50pm) & Preschool Time: (8:10am – 12:20pm)

Must be available from 8 a.m. to 1 p.m. each day.

- Use of Genesis to access student health information.
- Engage in Professional Development via Safe Schools, CDC Website & Bergen County Department of Health Services regarding the Coronavirus/COVID-19.
- Conduct daily communication with the teacher regarding student health status.
- Status check and compliance on students that receive medication during the school day.
- Communicate with all ERSD school nurses, regarding health status of students and trends within the district.
- Communicate with parents/caregivers as needed.
- Communicating with building principals, supervisor of technology and director of student services and curriculum & instruction.

Technology (2 Staff Members) Middle School Time: (7:55am – 12:05pm) Elementary School Time: (8:30am – 12:50pm) & Preschool Time: (8:10am – 12:20pm)

- Monitor and respond to email.
- Monitor and respond to phone calls and voicemail.

- Provide remote support for faculty, staff, and students via webhd.bergen.org.
- Document calls via helpdesk tickets.
- Collect name, callback number, ID number (for students), description, and time spent for each call.
- Monitor and respond to helpdesk tickets.

Maschio's Food Service Program (4 Program Members) Delivery Time: (9:00am) Serving Time: (11:00am – 1:00pm)

- ☐ The District has coordinated a plan with our food service provider, Maschio's Food Service Inc. to continue to offer meals to eligible students during the closing. Maschio's Food Service Inc. will prepare cold meals that can contain a sandwich, two servings of fruit and vegetables and a cold milk in a Grab & Go style that can be picked up in the Paterson Avenue parking lot of Faust School. The meals will be available for pick-up every day the school is closed between the hours of 11a.m. and 1 p.m. These meals will be available at no charge to students who currently qualify for free and reduced price meals at the East Rutherford School District.

Administrators (6 Administrators ~ Including Superintendent of Schools) Time: (8:00am – 1:00pm) Remotely: 24 Hours/Day

- Communicate with staff and Superintendent.
- Overseeing staff provision of home-based instruction.
- Consistently and proactively communicate with our entire learning community.
- Designate predetermined blocks of time each weekday (a minimum of four hours) during which the learning community knows all critical emails and concerns will be addressed.
- Assist teachers in delivery of home-based instruction.
- Support teachers in their departments in the development and implementation of online instruction.
- Assist supervisors in ensuring classes are staffed properly, especially in the event of teacher absences.
- Facilitate collaboration with building level staff.
- Monitor attendance data daily.
- Communicate with staff, parents, and students as needed.
- Continue to work on attainment of goals.
- Prepare for the return to school transition.
- Perform as many traditional tasks as possible.

Custodial Staff (8 Custodians/4 In Each Building) Time: 8:00am-4:00pm Rotating Basis for Both the Middle School & Elementary School ~ On Call for Emergencies 24 hours/day

- Maintain and clean buildings.
- Daily internal and external building and safety checks.
- Assist with the setup of Maschio's Food Service food distribution.
- Assist Maschio's Food Service with the distribution of breakfast and lunch meals.
- Join leadership meeting when necessary

SAFE DELIVERY OF MEALS Maschio's Food Service Program (4 Program Members) Delivery Time: (9:00am) Serving Time: (11:00am – 1:00pm)

- ☐ The District has coordinated a plan with our food service provider, Maschio's Food Service Inc. to continue to offer meals to eligible students during the closing. Maschio's Food Service Inc. will prepare cold meals that can contain a sandwich, two servings of

fruit and vegetables and a cold milk in a Grab & Go style that can be picked up in the Paterson Avenue parking lot of Faust School. The meals will be available for pick-up every day the school is closed between the hours of 11a.m. and 1 p.m. These meals will be available at no charge to students who currently qualify for free and reduced price meals at the East Rutherford School District.

FACILITIES Faust School / McKenzie School/ Annex Cleaning & Sanitizing Schedule (8 Custodians/4 In Each Building) Time: 8:00am-4:00pm Rotating Basis for Both the Middle School & Elementary School ~ On Call for Emergencies 24 hours/day

Mornings

1. Wipe down handrails and door knobs using a water bleach mix.
2. Spray Bathrooms with spray disinfectant.
3. Spray lockers using Victory Electrostatic Sprayer. This is used in Sanitizing, Disinfecting, Odor Control, Insect Control, helps kill Viruses. (2 times a week)
4. Clean glass on all doors using a glass cleaner with bleach.

Afternoons

1. Lunch tables are cleaned with a bleach water before and after each lunch session by the lunch Aides.
2. Clean Kitchen at the end of each lunch day. Spray garbage cans with Disinfectant. Wipe down tables and appliances with a bleach water spray.

Evenings

1. Wipe down handrails and door knobs using a water bleach mix.
2. Clean and spray Bathrooms with spray disinfectant.
3. Clean glass on all doors using a glass cleaner with bleach.
4. Clean class rooms and Disinfect. Wipe down all the desks and chairs using a disinfectant spray.
5. Clean all hallways and disinfect all walls using the Victory Electrostatic. (2 times a week)
6. Clean Gym wall mats using a bleach water mix spray.
7. Clean cubbies and storage spaces using a water bleach mix.
8. Clean laptops, smart boards, chrome books, I-pads, with non-alcohol wipes.

SUMMER PROGRAMMING (Staff Members: 6 Teachers, 18 Instructional Aides, 2 Speech Therapists, 1 Occupational Therapist, 1 Physical Therapist, 1 School Nurse)

Time: 8:30am - 12:30pm

- Extended School Year: Based upon the most recent guidance offered by the County Supervisor of Special Education, the district is currently planning ESY with a two prong approach. The district is planning for an onsite Extended School Year in the event that students and staff are permitted to return onsite. The district is also planning for a remote Extended School Year program in the event we are not permitted to return on site. In the event that we are allowed to return on site to host ESY, the district is planning to offer a blended learning approach. Regardless of the delivery method, the district is planning to ensure that students receive all special education and related services as mandated by their current Individualized Education Plan.

- Assessment of Learning Loss: Students who receive an incomplete at the end of the 4th and final marking period will be provided with opportunities to make up course work by attending summer school (virtually or onsite-whichever is permissible).
- Title I students who attended our After School Academic Intervention Program will be given the opportunity to attend a summer program to receive intervention services that were lost during the school year.
- The district is in the process of determining meaningful ways to address 21st Century and STEM programs. The district will explore its partnership with the YMCA of East Rutherford to collaborate and coordinate services in these areas as we look towards the 20-21 school year.