East Windsor Regional
School District

School Health Related Closure Preparedness Plan:
Remote Learning
# Table of Contents

I. INTRODUCTION .................................................................................................................. 1
II. PURPOSE .............................................................................................................................. 1
III. BACKGROUND ................................................................................................................... 1
IV. DEMOGRAPHIC DATA ....................................................................................................... 2
V. CONTINUITY PLANNING DURING A HEALTH RELATED CLOSURE ....................... 2
VI. PANDEMIC RESPONSE ...................................................................................................... 2
   A. COMMUNICATIONS PLAN .............................................................................................. 2
   B. PANDEMIC RESPONSE TEAMS .................................................................................. 2
VII. CONTINUITY PLAN .......................................................................................................... 3
   A. ESSENTIAL FUNCTIONS ............................................................................................. 3
   B. EQUITABLE ACCESS STATEMENT .............................................................................. 3
   C. CURRICULUM AND INSTRUCTION ............................................................................. 4
   D. SPECIAL EDUCATION .................................................................................................. 9
   E. ENGLISH LANGUAGE LEARNERS ............................................................................. 13
   F. TECHNOLOGY ............................................................................................................... 13
   G. POLICY/CONTRACTUAL ............................................................................................. 13
   H. FACILITIES .................................................................................................................. 14
   I. SCHOOL NUTRITION .................................................................................................... 14
   J. ATHLETICS AND EXTRACURRICULAR ACTIVITIES .................................................. 14
   K. END OF YEAR/SUMMER PROGRAMMING .................................................................. 15
VIII. CONTINUITY OF COMMUNICATION ........................................................................... 15
IX. CONCLUSION .................................................................................................................... 15

**APPENDIX**

A. WRITTEN GUIDANCE FROM DEPARTMENT OF HEALTH OR LOCAL HEALTH
   AGENCY RECOMMENDING SCHOOL CLOSURE ............................................................... I
B. HOME INSTRUCTION POLICY ......................................................................................... II
C. CONTROL OF COMMUNICABLE DISEASES POLICY .................................................... IV
D. NJDOE GUIDANCE ISSUED MARCH 5, 2020 ................................................................. V
E. NJDOE GUIDANCE ISSUED MARCH 13, 2020 ............................................................... VI
F. SCHOOL PREPAREDNESS-ESSENTIAL PERSONNEL .................................................. X
G. NJDOE GUIDANCE ISSUED MAY 5, 2020 ...................................................................... XI

---

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. PURPOSE</td>
<td>1</td>
</tr>
<tr>
<td>III. BACKGROUND</td>
<td>1</td>
</tr>
<tr>
<td>IV. DEMOGRAPHIC DATA</td>
<td>2</td>
</tr>
<tr>
<td>V. CONTINUITY PLANNING DURING A HEALTH RELATED CLOSURE</td>
<td>2</td>
</tr>
<tr>
<td>VI. PANDEMIC RESPONSE</td>
<td>2</td>
</tr>
<tr>
<td>A. COMMUNICATIONS PLAN</td>
<td>2</td>
</tr>
<tr>
<td>B. PANDEMIC RESPONSE TEAMS</td>
<td>2</td>
</tr>
<tr>
<td>VII. CONTINUITY PLAN</td>
<td>3</td>
</tr>
<tr>
<td>A. ESSENTIAL FUNCTIONS</td>
<td>3</td>
</tr>
<tr>
<td>B. EQUITABLE ACCESS STATEMENT</td>
<td>3</td>
</tr>
<tr>
<td>C. CURRICULUM AND INSTRUCTION</td>
<td>4</td>
</tr>
<tr>
<td>D. SPECIAL EDUCATION</td>
<td>9</td>
</tr>
<tr>
<td>E. ENGLISH LANGUAGE LEARNERS</td>
<td>13</td>
</tr>
<tr>
<td>F. TECHNOLOGY</td>
<td>13</td>
</tr>
<tr>
<td>G. POLICY/CONTRACTUAL</td>
<td>13</td>
</tr>
<tr>
<td>H. FACILITIES</td>
<td>14</td>
</tr>
<tr>
<td>I. SCHOOL NUTRITION</td>
<td>14</td>
</tr>
<tr>
<td>J. ATHLETICS AND EXTRACURRICULAR ACTIVITIES</td>
<td>14</td>
</tr>
<tr>
<td>K. END OF YEAR/SUMMER PROGRAMMING</td>
<td>15</td>
</tr>
<tr>
<td>VIII. CONTINUITY OF COMMUNICATION</td>
<td>15</td>
</tr>
<tr>
<td>IX. CONCLUSION</td>
<td>15</td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>A. WRITTEN GUIDANCE FROM DEPARTMENT OF HEALTH OR LOCAL HEALTH</td>
<td>I</td>
</tr>
<tr>
<td>AGENCY RECOMMENDING SCHOOL CLOSURE</td>
<td></td>
</tr>
<tr>
<td>B. HOME INSTRUCTION POLICY</td>
<td>II</td>
</tr>
<tr>
<td>C. CONTROL OF COMMUNICABLE DISEASES POLICY</td>
<td>IV</td>
</tr>
<tr>
<td>D. NJDOE GUIDANCE ISSUED MARCH 5, 2020</td>
<td>V</td>
</tr>
<tr>
<td>E. NJDOE GUIDANCE ISSUED MARCH 13, 2020</td>
<td>VI</td>
</tr>
<tr>
<td>F. SCHOOL PREPAREDNESS-ESSENTIAL PERSONNEL</td>
<td>X</td>
</tr>
<tr>
<td>G. NJDOE GUIDANCE ISSUED MAY 5, 2020</td>
<td>XI</td>
</tr>
</tbody>
</table>
I. INTRODUCTION
The East Windsor Regional School District recognizes the importance of continuing to educate its students in the event of a pandemic outbreak. While the school district understands it might not be able to function in its usual capacity, this plan will assist the continuation of learning opportunities for all of its students.

II. PURPOSE
This plan provides guidance to the East Windsor Regional School District and may serve as the plan for maintaining essential functions and services during a pandemic outbreak. This plan does not replace or supersede any laws or policies; it simply serves as a guideline to address additional concerns, challenges, and considerations specific to disease outbreak.

III. BACKGROUND
During the past few weeks, the East Windsor Regional School District has been closely tracking information related to the outbreak of the 2019 Novel Coronavirus (COVID-19).

On Thursday, March 5, 2020, we received guidance from the New Jersey Department of Education that paved the way for the utilization of virtual instruction should a school closure be deemed necessary by department of health and school officials.

On Friday, March 6, 2020, all Superintendents in Mercer County and all Mercer County Health Officials gathered to discuss emergency preparedness plans and to ensure a common understanding of the current New Jersey Department of Health and New Jersey Department of Education guidance.

During the past week, district representatives have gathered to coordinate strategies for virtual instruction or remote learning experiences for our students should we experience an extended school closure.

We continue to adhere to the detailed guidance from the Centers for Disease Control, the NJ Department of Health, and our local health officials. We have had extensive communications with the NJ Department of Education, including a conference call with Governor Murphy.
EWRSD will continue to follow guidance and direction by State and local health officials regarding the pandemic status in our area. Any health related school closure must be made in direct consultation and under the guidance of local or state health officials.

IV. DEMOGRAPHIC DATA
The demographics of the East Windsor Regional School District are as follows:
- Total students: 5214.
- African American: 469 (9.3%)
- Asian: 886 (16.6%)
- Caucasian: 1512 (28.5%)
- Hispanic: 2189 (42.5%)
- Economically Disadvantaged: 2085 (39%)
- Limited English Proficiency: 677 (13.4%)
- Students with Disabilities: 574 (12%)

V. CONTINUITY PLANNING DURING A HEALTH RELATED CLOSURE
This plan serves to ensure the continuity of educational services and serves to ensure that all members of the organization are to be informed of actions and or modifications to this plan. During the time in which an infectious disease is emerging, importation notifications will be disseminated via the District’s School Messenger Communication system (email/phone), the district website, and social media. These communications are managed by the district’s Coordinator of Communication.

VI. PANDEMIC RESPONSE
A. COMMUNICATIONS PLAN
The school district has experience with determining weather related closures. However, determining a school closure, due to health related reasons, requires a different process. While the function of closure follows a similar process, it is critical that any health related closure be made in direct consultation and under the guidance of local and/or state health officials. This is a requirement if the remote learning days will be counted toward the 180 day school requirement. The Superintendent will work closely with the Director of Communications to ensure all information regarding the district’s state of organizational readiness is routinely communicated to the EWRSD school community.

B. PANDEMIC RESPONSE TEAMS
As the EWRSD receives guidance that a pandemic outbreak is imminent, the Superintendent will be responsible for organizing the following teams to plan and coordinate:
- District Leadership Team
- Elementary Leadership Team
VII. CONTINUITY PLAN

A. ESSENTIAL FUNCTIONS
Regardless of the duration of a pandemic outbreak, the school district will work to continue to educate our students. If schools are forced to shut down due to a health related closure, and the state recognizes the need to count virtual/remote school days, the school district will commence alternative learning days in order to provide ongoing home instruction to students.

B. EQUITABLE ACCESS STATEMENT
The Board of Education shall work to ensure the District’s needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners.

To address the digital divide within the community, the EWRSD engaged in a strategic process to identify families in need of Chromebook devices and hotspots. A robust distribution plan was developed that involved the dissemination of approximately 1000 Chromebooks and 500 hotspots. In addition, we have developed a device exchange process for damaged devices via our technology center.

The Board of Education shall ensure that the District's curriculum and instruction are aligned to the New Jersey Student Learning Standards. In the case of a pandemic outbreak or health related closure, the East Windsor Regional School District recognizes the importance of continuing to educate its students. While the EWRSD understands it might not be able to operate fully, this plan will assist the school district in continuing to provide students with meaningful learning experiences.
C. CURRICULUM AND INSTRUCTION

EDUCATIONAL PLAN

Goal of Experience: To provide students with an alternate learning experience, either through virtual learning or remote learning opportunities in order for students to continue to develop their skills and demonstrations of learning.

The East Windsor Regional School District’s remote learning plan consists of a combination of on-line learning opportunities, combined with a series of traditional learning activities consisting of books, instructional packets, supplementary handouts, and other relevant resources.

a. Teacher responsibilities to support students: Every staff member is responsible to support students assigned to them for the current school year. This will occur during a four hour “office hour” each day.
   a. Check and respond to parent and student emails
   b. Provide support, guidance, and feedback as appropriate to students
   c. Collaborate with other grade level and subject related teachers as needed for consistency and optimization.

b. A series of learning experiences have been created for students by grade level/course assignment. These experiences will be accessible via the district website and also available to students/parents via a direct email from the principal and teachers.

c. Student Attendance: As previously shared, the current interpretation of our remote learning structure is derived from the policy related to Home Instruction. Therefore, students are considered to be present each day, and evidence of work completion is used to confirm that attendance. However, we recognize that there will be days when students are ill and unable to complete the work assigned by her/his teacher. If this occurs, parents should use the “Attendance” and “Notify Attendance Office” tabs via the Parent Portal to submit your child’s attendance. If parents require assistance, they can email the school’s nurse, or leave a message on the absence line of their child’s school.

d. Daily teacher and student check-ins will be used to ensure that students are continually participating and completing assignments. Counselors, CST members and assistant principals will also incorporate weekly follow-ups to mitigate the possibility of students falling behind. These checks will also enable the school to ensure the well-being of identified students and families.
### EWRSD K-2 remote learning schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Math&lt;br&gt;SR/IRA</td>
<td>Content: Math&lt;br&gt;Fundations</td>
<td>Content: Math&lt;br&gt;SR/IRA&lt;br&gt;Fundations</td>
<td>Content: SR/IRA&lt;br&gt;Fundations</td>
<td>Content: Virtual Field Trip</td>
</tr>
<tr>
<td>PE - Weekly activity choices</td>
<td>PE - Weekly activity choices</td>
<td>PE - Weekly activity choices</td>
<td>PE - Weekly activity choices</td>
<td></td>
</tr>
</tbody>
</table>

Art and Music lessons will occur on the same day. Library and World Lang will alternate weeks. Physical Education will provide choices for students to do throughout the week and will have a lesson on Friday.

Each day should be no more than 2 hours of work (including watching the videos) for students. Only 4 of the subjects below occur on a given day.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>3x/week</td>
<td>video lesson - 10 mins&lt;br&gt;follow up task - 15 mins max</td>
</tr>
<tr>
<td>Shared Reading</td>
<td>3x/week</td>
<td>video lesson - 10 mins&lt;br&gt;follow up task - 20-30 mins</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>4x/week</td>
<td>K: 5-10 mins&lt;br&gt;1: 10-15 mins&lt;br&gt;2: 15-20 mins</td>
</tr>
<tr>
<td>Fundations</td>
<td>3x/week</td>
<td>video lesson - 10-15 mins&lt;br&gt;follow up task - 10 mins</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Daily</td>
<td>video lesson - 10 mins&lt;br&gt;follow up task - 15 mins</td>
</tr>
</tbody>
</table>

Writing will be integrated with SR/IRA. Each grade level has experienced each of the 3 main genres already. In place of cycling through these genres during remote learning, we will focus on responding to reading as our writing throughout remote learning.
### Suggested Template for Grades 3 – 5 Learning

**Sample “Lesson Plan”**

<table>
<thead>
<tr>
<th>Sample Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Minutes</td>
<td>Math *with BSI Support</td>
</tr>
<tr>
<td>30 Minutes</td>
<td>ELA *with BSI Support</td>
</tr>
<tr>
<td>20 Minutes</td>
<td>Science *science can be embedded in reading and writing</td>
</tr>
<tr>
<td>20 Minutes</td>
<td>Social Studies *social studies can be embedded in reading and writing</td>
</tr>
<tr>
<td>15 Minutes - 2 Days a week Specialist and 3 Days a week Fine Arts</td>
<td>*if you have SEL/Spanish it will rotate as it would in school</td>
</tr>
<tr>
<td>15 Minutes</td>
<td>Content Areas *If project-based - maybe consider a weekly chunk of time as opposed to daily instruction</td>
</tr>
<tr>
<td>30 Minutes</td>
<td>PLB: Students use this time as needed, could include: Ensembles: Instrumental or Choral EdTech Differentiated Work/Conferences: • Intervention(s), i.e. ESL, BSI • Enrichment • Acceleration</td>
</tr>
<tr>
<td>20 Minutes</td>
<td>(additional time for needs of your child) i.e. Brain Breaks, additional items from PLB</td>
</tr>
</tbody>
</table>

### ESL pull out schedule

<table>
<thead>
<tr>
<th>3-5</th>
<th>15 minutes Mystery Monday: Listening or Reading - science</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Tales on Tuesdays: Listening or Reading - fiction text</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Writing on Wednesday: Writing - lesson and task</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Travel Through Non-Fiction on Thursday: Listening or Reading</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Flipgrid Friday: Speaking, Writing, Listening, or Reading -</td>
</tr>
</tbody>
</table>

EWRSD
School Health Related Closure Preparedness Plan
Guidelines for Students and Families: Middle and High School Level

- Students are expected to be present (virtually) during their assigned class period when possible. The chart below will be utilized to determine the class sequence. Upon the enactment of a school closure due to health related reasons, an official schedule will be communicated to students and parents.
- Students will be able to complete work while at home, but will have real time access to teacher feedback and support.
- Students should follow teachers’ instructions on their Google classroom sites, packets, other communication platforms.
- Students should submit questions to their teachers during designated class time via Google classroom or email.

<table>
<thead>
<tr>
<th>Melvin H Kreps Middle School Remote learning schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 6 (lunch 5)</strong></td>
</tr>
<tr>
<td>A Day (odd periods)</td>
</tr>
<tr>
<td>8:00-9:00 - Period 1</td>
</tr>
<tr>
<td>9:15-10:15 - Period 3</td>
</tr>
<tr>
<td>10:30-11:30 - Period 7</td>
</tr>
<tr>
<td>11:30 - 12:00 - PE activity</td>
</tr>
<tr>
<td>B Day</td>
</tr>
<tr>
<td>8:00-9:00 - Period 2</td>
</tr>
</tbody>
</table>
During the related arts period, each student will take Dance/Art/Computers (elective for grade 8).

Students in Band and Chorus (BC) would meet for their coursework in the 11:30-12:00 slot on A OR B day in lieu of IR/ST math.
D. SPECIAL EDUCATION

It is critical the school district provide an appropriate education for students with disabilities during a period of pandemic outbreak. We will make every effort to meet the requirements for teacher-student contact time for students with disabilities via distance learning. Student progress will be monitored and feedback provided by special education teachers when appropriate, with the opportunity to communicate directly during scheduled times. Upon returning to school, the IEP team will determine if additional services are required. IEP meetings will be held as appropriate to determine if compulsory education services are needed to address an individual student’s progress toward learning goals and objectives. Transportation services will continue for those students assigned to out of district schools that remain in session during the district’s school closure period.

Delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs)

K-5
For the first two weeks of Remote Instruction, the majority of instruction came from differentiated and individualized packets based on student needs. Building administration and CST reached out to families that needed devices to ensure equity as we moved to the next phase. As we were able to distribute devices and internet capability to all students and families, we shifted to primarily virtual instruction. Any students or families that did not respond to obtain technology were mailed packets of materials that were at their cognitive levels and teachers have been following up with these students via phone or other methods.

Delivery of Remote Instruction has been dictated by not only specific student needs, as delineated in their IEPs, but also specific family needs. Based on student and family needs, teachers have adjusted their schedules and differentiated their instruction. Instruction has been a blend of Google Meets, instructional videos (created by teachers), phone calls, emails, interactive lessons using a variety of tech tools, (including Kahoot and Google Slides), and social emotional support through lessons and programs. The instructional program delivered has been individualized, to the greatest extent possible, to ensure equity, address IEP goals, and accommodate changing needs of families. Furthermore, accommodations and modifications have also been applied, to the greatest extent possible, and have included virtual manipulatives, reduced workload, graphic organizers, and Google tools, such as, text to speech, speech to text, highlighting, and other options from Google Suite and available extensions. Finally, teachers have offered support to families to aid them with schedules, behaviors, and adjusting to virtual learning.

Due to different ability levels, the platforms teachers are using have been flexible to accommodate students and families. Teachers continued using platforms students had already been familiar with, or chose the platforms that were easiest for parents and
students to use, to reduce the stress of learning new technology. Platforms used by
teachers for whole class communication include, SeeSaw, Class DoJo, Flipgrid, and
Google Classroom. Some students and families struggled with these also and were
offered alternative modes, to best address their needs. In addition to these
communication platforms, instruction has been individualized to student levels and IEP
needs through a variety of technology instructional platforms including Raz-Plus,
HeadSprout, Lexia, iReady, and a variety of other tech resources. Student progress
has been monitored on some of these platforms, as well as, individual teacher tracking
sheets.

6-12
Prior to students and staff going out for Remote Learning the administrative team
worked closely to create a plan for teachers and students 6-12 in the East Windsor
Regional School District. This plan included the Supervisors using the curriculum from
the various content areas to create “choice boards” that teachers could assign on their
Google Classroom. The choice boards were differentiated based on the students’ needs
and aligned with the content curriculum standards.

During Remote Learning teachers and Supervisors worked together to create virtual
Professional Development opportunities that were based on specific technological
platforms that would support the students and teachers during Remote Learning and
depend on the students’ needs and aligned with the content curriculum standards.

Methods used to document IEP implementation including the tracking of
services, student progress, accommodations and modifications

IEP implementation is primarily carried out by teachers and related services providers,
and overseen by CST case managers. The following methods have been used to
document IEP implementation during Remote Learning:

- Review of student progress at IEP meetings
- Review of IEP progress reports which continue to be sent to parents as
  scheduled via the IEP
- Completion of assignments:

EWRSD
School Health Related Closure Preparedness Plan
- Teachers provide feedback and assistance on assignments
- Use student performance to determine students’ understanding of material as well as progress
- Use of google slides to individualize instruction within the class
  - Attendance on Google Meets for both classroom and specialized instruction/related services
    - Inclusion of educational assistants (EA’s) in the Google Meets when available
    - Teachers and EA’s working in small groups or one-on-one when students need extra support
  - Use of computerized programs (i-Ready, Learning Ally, Aleks)
    - Tracking of student usage
    - Assignment of individualized lessons
    - Math programs track performance
  - Continuation of Wilson services, speech services, related services
  - Communication with parents/families - as documented within staff communication logs
  - Teacher, case manager, and related service provider’s communication with students, documented through email, Google Hangouts, and Google Classroom
  - Ongoing communication and collaboration among school staff members through email, staff meetings, shared communication logs

Case Manager Support

Our case managers regularly contact families to ensure services are implemented in accordance with IEPs to the greatest extent possible. We are assisting families in securing Chromebooks or paper packets of instruction as needed. Child Study team members have made phone calls and sent emails to parents to check in regarding how the student is doing completing the assigned work. During these conversations, we have discussed modifications and accommodations that are listed in the student’s IEP that continue to apply in this setting. When questions arise regarding the student’s workload, the case manager collaborates with the teachers to ensure that work is being modified in order to best meet the student’s needs. Many Case managers have attended Google Meets with students/teachers and have communicated with families during these times as well.

Virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities

For virtual meetings, an email is sent after a mutually agreed upon time (between the case manager and parent) has been discussed, the meeting invitation to the teachers and parents are sent out ahead of time. Some parents prefer a phone conference, but some would like the video option offered through Google Meet. A draft copy of the IEP is sent to the parent prior to the meeting so they can review the document. The meeting structure is as follows: an introduction for those who are in attendance, an explanation EWRSD
School Health Related Closure Preparedness Plan
regarding the purpose of the meeting, teacher input, and parent questions. We then ask for any general concerns that parents may have. We talk about how the student has been managing during Remote Learning and go through the rest of the IEP after this open discussion (projections for next year, goals, transition planning, etc.) Then explain about the 15 days to provide consent and how it works if they do not have a printer available. The meeting is concluded by addressing any additional questions.

**All ICR, RC, LLD classes, Grades K – 12**
Students will receive instruction by the teacher(s). Special Education teachers will modify and adapt as appropriate to address student IEP needs.

**Preschool Programming**
Students will receive instruction by the teacher(s). Special Education teachers will modify and adapt as appropriate to address student IEP needs.

**MD/Autism Programming, K - 5**
Students will receive instruction by the teacher(s). Special Education teachers will modify and adapt as appropriate to student IEP needs.

**MD/Autism Programming, Grade 6 – 12**
Students will follow the schedule provided. Instruction will take place via Google Classroom, Hangout, Meet, and other virtual/distance learning platforms.

**OT/PT/Speech**
Will incorporate several virtual/distance learning options such as videotaping lessons, Hangout, and Meet will be considered for group and individual support. In addition, virtual office hours will be established to address parent concerns, questions, as necessary.

**CST/SLP/BCBA IEP Service**
The expectation is that CST teams will continue to develop IEPs; write reports; plan for next year. Teams can conference through google hangouts, phone conferencing, and Google classroom. Virtual office hours will be set up to address parent concerns, questions, and reschedule IEP meetings as necessary.

**Counseling**
Efforts will be made to meet virtually via phone, video chat, or through email communication. Routine, proactive check-ins will occur for students who require an increased support.
E. ENGLISH LANGUAGE LEARNERS

The EWRSD will continue to provide eligible students with a ESL/Bilingual education learning experience, either through virtual learning or remote learning opportunities in order for students to continue to development their skills and demonstrations of learning.

The East Windsor Regional School District’s remote learning plan consists of a combination of on-line learning opportunities, combined with a series of traditional learning activities consisting of books, instructional packets, supplementary handouts, and other relevant resources. The online platform and resources have continued to become enhanced during Remote Learning. This has included providing families with Chromebooks and Wi-Fi hotspot devices as needed.

The school district communicates written/verbal district updates and communications in both Spanish and English and our bilingual staff also serve as a bridge to engage with ELL students and families.

F. TECHNOLOGY

During a period of remote learning, technology will be required to ensure effective communication and the continuity of instruction. The district will use Google Drive, Google Meet, Google Hangout, Genesis Messenger, School Messenger, and any additional platform available to support the delivery of instruction for students. Provisions will be made for students/families who do not have devices or access to Wi-Fi, include providing traditional paper-based options, loaner devices and hotspots to enable internet access.

G. POLICY/CONTRACTUAL

During a period of a public health related school closure, remote learning days will count towards the 180 day requirement and would be considered a contractual day of work. Therefore, instructional responsibilities must be maintained in a remote learning environment. Staff members must sign in via Genesis each day and be available for office hours to provide guidance and support each day. Should they be unable to fulfill their responsibilities due to an illness, they will be expected to post an assignment in Google classroom (if applicable) and notify their principal/supervisor that they are unable to perform their duties for that day. The absence management system will be utilized to record a personal illness day.
H. FACILITIES

In an effort to mitigate the spread of a communicable disease, the EWRSD Custodial Team will continue to ensure that appropriate cleaning protocols are utilized at all times. Current evidence and CDC recommendations suggest that COVID-19 may remain on an array of surfaces and materials. Cleaning of visibly dirty surfaces followed by disinfection is a best practice measure for prevention of COVID-19 and other viral respiratory illnesses in community settings. Daily building checks are scheduled to ensure the HVAC, fire, and security systems are operating effectively.

I. SCHOOL NUTRITION

Ensure Continuity of meal programs.

The school district will work with its food service provider, Chartwells, to consider ways to distribute food to students. If there is community spread of COVID-19, we will work to design strategies to avoid distribution in settings were people might gather in a large group or crowd. Food will be conveniently packaged as grab-and-go breakfast and lunch items.

- During the remote learning period, school buildings throughout the district will remain accessible during dedicated times (9:00-12:30) for students to participate in the school nutrition program. Students will be able to access food from the school located closest to their residence. The current days, times and location for families to access breakfast and lunch are as follows:
  - Monday, Tuesday, and Friday from 9:00-12:30
  - Ethel McKnight Elementary School
  - Grace N. Rogers Elementary School

Students/families can receive up to a week’s worth of food.

J. ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Unless otherwise directed by the Department of Education/Department of Health, in the event of a health related school closure, all athletic events and athletic/extracurricular activities will be postponed or canceled.
K. END OF YEAR/SUMMER PROGRAMMING

Class of 2020 Graduation Plans – In an effort to honor social distancing protocols and the Governor’s Executive Orders, this year’s graduation ceremony will be a virtual event that will be streamed via video to students and families.

Extended School Year (ESY) – The EWRSD is in the process of developing a virtual ESY program for selected students. We expect the program to take place during July and August 2020.

Summer Bridge Learning Programming – The EWRSD is in the process of developing a virtual Summer Bridge Learning Program for students at all grade levels. The program will be differentiated to address the varied academic needs of students across the district.

VIII. CONTINUITY OF COMMUNICATION

During a period of pandemic outbreak, the District will heed guidance from and be in constant communication with the World Health Organization, the Centers for Disease Control and Prevention, the Department of Health, the Department of Education, appropriate members from the State and Local Governments, Township Health Departments (East Windsor and Hightstown), and the Mayors of East Windsor and Hightstown. Information will be disseminated to the school community directly from the EWRSD. The district will keep the community informed via School Messenger and its Remote Learning Update page.

IX. CONCLUSION

Throughout a public health related closure, the safety and wellness of our staff, students, and families is our highest priority. Maintaining the ability to educate students in the event of an infectious disease outbreak requires additional considerations beyond traditional continuity planning. This plan is intended to serve as a guide. We will continue to reassess the plan and make the appropriate adjustments as necessary.
SIGNATURE OF SUPERINTENDENT

Mark Daniels

DATE SUBMITTED TO THE EXECUTIVE COUNTY SUPERINTENDENT

March 15, 2020 and May 19, 2020
APPENDIX

A. WRITTEN GUIDANCE FROM DEPARTMENT OF HEALTH OR LOCAL HEALTH AGENCY RECOMMENDING SCHOOL CLOSURE. (IF REQUIRED)
B. HOME INSTRUCTION POLICY

6A:16-10.1 Home or out-of-school instruction due to a temporary or chronic health condition

The Board of Education shall provide instructional services to an enrolled student, whether a general education student in kindergarten through grade twelve or a special education student age three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in his/her usual education setting, whether general or special education.

A parent’s requests for home instruction shall include a written determination from the student’s physician documenting the projected need for confinement at the student’s residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year. The written determination from the student’s physician shall be forwarded to the school physician, who shall either verify the need for home instruction or provide reasons for denial. The parent shall be notified concerning the school physician’s verification or reasons for denial within five school days after receipt of the written determination by the student’s physician.

The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The school district shall provide instructional services within five school days after receipt of the school physician’s verification or, if verification is made prior to the student’s confinement, during the first week of the student’s confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school district shall establish a written plan for delivery of instruction and maintain a record of delivery of instructional services and student progress. The teacher providing instruction shall be a certified teacher. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student’s academic progress and dependent upon the student’s ability to participate, not to exceed two hours per week for each core subject (does not include electives).

For a student with disabilities, the home instruction shall be consistent with the student’s Individualized Education Plan (IEP) to the extent appropriate, and
shall meet the Common Core Standards. When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student’s IEP.

For a student without disability, the home instruction shall meet the Common Core Standards, and the requirements of the Board for promotion to the next grade level. When the provision for home instruction for a student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant to N.J.A.C. 6A:14.

The Board reserves the right to withhold home instruction when the reason for the student’s confinement is such as to expose a teacher to a health hazard or dangerous home situation; when a parent or other adult twenty-one years of age or older, who has been designated by the parent, is not present during the hours of instruction; or when the condition of the student is such as to preclude benefit from such instruction.

Students on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a student on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 22 November 2004
Revised 14 January 2008
Revised: 5 February 2015
C. CONTROL OF COMMUNICABLE DISEASES
8451- CONTROL OF COMMUNICABLE DISEASE (M)

The Board of Education recognizes that control of the spread of communicable disease is essential to the well-being of the school community and to the efficient operation of the schools.

The Board shall be bound by the statutes and by rules of the State Board of Education for the exclusion and readmission of pupils who have contracted a communicable disease and of teachers and pupils who have been exposed to a communicable disease and for the instruction of teachers in health and the prevention of disease. The Board shall comply with regulations of the New Jersey Department of Health and the Mercer County Board of Health governing the prevention, control, and reporting of communicable disease.

The teacher may exclude from the classroom and the Principal may exclude from the school building any pupil who appears to be ill or has been exposed to a communicable disease. A pupil may be isolated in school to await the arrival of or instructions from an adult member of his/her family. If the school medical inspector or the school nurse is present in the building, his/her recommendation shall be sought before any such exclusion or isolation is ordered.

Any pupil retained at home or excluded from school by reason of having or being suspected of having a communicable disease shall not be readmitted to his/her classroom until he/she presents written evidence of being free of communicable disease. That evidence may be supplied by the school medical inspector or another qualified physician who has examined the pupil.

Any pupil or adult who has weeping skin lesions that cannot be covered shall be excluded from school.

The Superintendent shall develop procedures for the control of communicable disease that include the instruction of teaching staff members in the detection of disease and measures for its prevention and control; the removal from school premises to the care of a responsible adult for pupils identified and excluded in accordance
with this policy; the preparation of standards for the readmission of pupils who have recovered from communicable disease; the provision of appropriate home instruction to excluded pupils in accordance with law; and the filing of reports as required by law.

N.J.S.A. 26:4-4; 26:4-6
N.J.A.C. 6A:16-1.4
N.J.A.C. 8:57-1.3; 8:57-1.6; 8:57-2.1 et seq.

Adopted: 22 November 2004
D. NJDOE GUIDANCE ISSUED MARCH 5, 2020

Guidance Regarding Requirements for Public Health-Related School Closure

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

To better assist boards of education and board of trustees of a charter or renaissance school (hereinafter referred to as board(s) of education) with these other preparation activities recommended by the NJDOH, the NJDOE is providing the following guidance regarding requirements for public health-related school closure.

Requirements to Implement a Public Health-Related School Closure

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

1 For additional information, please consult NJDOH’s full guidance document. See, particularly, the following excerpt:

Will schools be asked to close if there is a COVID-19 outbreak in the community?

- Non-pharmaceutical interventions (NPIs) are strategies that can be used when other measures like treatment or vaccines are not available to combat an emerging illness with pandemic potential.
- School closures and school dismissals are two recommended strategies to limit transmission within the community.
During school dismissals, childcare programs and schools may stay open for staff (if not ill) while students stay home. This allows teachers to develop and deliver lessons remotely and for other staff to continue to provide services.

Schools may be asked to close preemptively or reactively, therefore schools should be making plans for what to do if there are recommendations for closing schools or cancelling events.

Childcare and school administrators should work closely with local health officials when making decisions on dismissals or closures.

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

All boards of education should develop a school health-related closure preparedness plan to provide home instruction in the event of such a closure. The planned services should include equitable access to instruction for all students. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students. The preparedness plans should be submitted to the Executive County Superintendent. The NJDOE also encourages boards of education to adopt enhanced school cleanliness and disinfection protocols, including disinfection of frequently touched surfaces and objects.

**Stigma Related to COVID-19**

According to the CDC, “stigma and discrimination can occur when people associate an infectious disease, such as COVID-19, with a population or nationality, even though not everyone in that population or from that region is especially at risk for the disease.” In this climate, fear and anxiety surrounding COVID-19 can lead to stigma toward Chinese, other Asian Americans, and the Jewish Community. The NJDOE encourages all educators and members of the public to recommit to raising awareness of the deep educational and personal harm brought by stigma, bullying and harassment in our schools, and to spreading factual public health information without fear or stigmatization.
E. NJDOE GUIDANCE ISSUED ON MARCH 13, 2020

New Jersey Department of Education (NJDOE) Checklist for Emergency Preparedness Plans

New Jersey Department of Health (NJDOH) guidance identifies school closure as a potential strategy to limit transmission within a community. In the event that a district or charter school, in collaboration and consultation with its local health agency, determines that it is in the best interests of students and staff to close individual schools or the entire district, the district or charter school may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, and/or any other means developed by the district to meet the needs of all students in the district. Any day in which all students impacted by a public health-related school closure have access to home instruction services provided in alignment with this guidance 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 N.J.S.A. 18A:7F-9.

<table>
<thead>
<tr>
<th>Plan Component Question 1</th>
<th>Mark Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the plan include equitable access to instruction for all students?</td>
<td></td>
</tr>
<tr>
<td>Does the plan include an overall demographic profile for your district, including students counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs)?</td>
<td></td>
</tr>
<tr>
<td>Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan Component Question 2</th>
<th>Mark Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the plan address the provision of appropriate special education and related services for students with disabilities?</td>
<td></td>
</tr>
</tbody>
</table>

*Suggestions for consideration:*
- Does the plan include adapted materials and assignments to meet student needs?
- Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled?
- Does the plan include communication with all parents, including those of students in out-of-district schools and contracted providers (e.g., Head Start and private preschool providers), in their native language?
- Does the plan consider the needs of students who are medically fragile?
- Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined?
- Does the plan include communication with out-of-district schools where district students are attending including what will happen if the district is closed and the school is not?
- Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close?
<table>
<thead>
<tr>
<th>Notes on Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per the New Jersey Department of Agriculture, Districts should provide the following information in their plan so it can be passed on to the New Jersey Department of Agriculture in the event the pending waiver request before the United States Department Agriculture is granted:</td>
</tr>
<tr>
<td>SFA Name:</td>
</tr>
<tr>
<td>Agreement #:</td>
</tr>
<tr>
<td>Date Meal Distribution will begin:</td>
</tr>
<tr>
<td>Date Meal Distribution will end:</td>
</tr>
<tr>
<td>Schools/Site where distribution of meals will take place:</td>
</tr>
<tr>
<td>Meals to be claimed for reimbursement per day: (up to two meals, or one meal and one snack, per child per day)</td>
</tr>
<tr>
<td>Please outline the SFA’s method(s) for meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan below. Include how all food safety requirements will be met.</td>
</tr>
</tbody>
</table>
# F. SCHOOL PREPAREDNESS – ESSENTIAL PERSONNEL

**East Windsor Regional School District**

**School Preparedness-Essential Personnel**

<table>
<thead>
<tr>
<th>Title</th>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>District operations and communication</td>
<td>1</td>
</tr>
<tr>
<td>Asst. Superintendents</td>
<td>District operations and communication</td>
<td>2</td>
</tr>
<tr>
<td>Business Administrator</td>
<td>District operations and communication</td>
<td>1</td>
</tr>
<tr>
<td>Director of Student Services</td>
<td>District operations and communication</td>
<td>1</td>
</tr>
<tr>
<td>Coordinator of Technology</td>
<td>District operations, network/systems, and device management</td>
<td>1</td>
</tr>
<tr>
<td>Principals (only <em>on site as needed</em>)</td>
<td>Student/teacher/parent support. Device/supply management/remote learning needs</td>
<td>6</td>
</tr>
<tr>
<td>Director Buildings and Grounds</td>
<td>District operations and facility management</td>
<td>1</td>
</tr>
<tr>
<td>Supervisor of Custodial</td>
<td>District operations and facility management</td>
<td>1</td>
</tr>
<tr>
<td>Supervisor of Maintenance</td>
<td>District operations and facility management</td>
<td>1</td>
</tr>
<tr>
<td>Custodial</td>
<td>District operations and facility management</td>
<td>6</td>
</tr>
<tr>
<td>Maintenance</td>
<td>District operations and facility management</td>
<td>2</td>
</tr>
<tr>
<td>IT Technician</td>
<td>District operations and device management</td>
<td>1</td>
</tr>
<tr>
<td>Food Service Provider (Chartwells)</td>
<td>School Nutrition Program preparation and distribution</td>
<td>10</td>
</tr>
<tr>
<td>Business Department</td>
<td>District operations, payroll, purchasing</td>
<td>1</td>
</tr>
<tr>
<td>Human Resources Department</td>
<td>District operations, recruitment, staffing</td>
<td>1</td>
</tr>
</tbody>
</table>
G. NJDOE GUIDANCE ISSUED ON MAY 5, 2020

Required Updates to District Public Health-Related School Closure Plans

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 May 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 District, Charter, Renaissance School and APSSD Public Health-Related School Closure Plan

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. The NJDOE’s COVID-19 webpage contains an updated Checklist for School Health-Related Closure Plans. At a minimum, updates must include the following:

- Delivery of virtual and remote instruction
  - 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.
  - Detail how remote instruction meets the needs of English Language Learners (ELL) and Students with Disabilities to the greatest extent possible, including the provision of related services.
  - Describe the district’s plan for measuring and addressing any ongoing digital divide that continues to exist, whether it be network access or lack of sufficient access to devices.

- Attendance
  - Describe the district’s attendance policies, 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.
- Describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments.

- Students with Disabilities
  - Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.
  - Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.
  - Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.
  - Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities.

- English Language Learners
  - Describe the provision of ESL and bilingual education to meet the needs of ELL.
  - Describe how the district communicates with ELL families, including the translation of materials and directions.
  - Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.

- Safe delivery of meals
  - Provide an updated plan for the continued safe delivery of meals to students.

- Facilities
  - Provide an outline of how the building will be maintained throughout this extended period of closure.

- Summer Programming
  - Provide 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
    - Assessment 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

- Requirements specific to APSSDs: The APSSD’s plan must follow all existing guidance for districts, including submission to the county office, and must also be shared with all sending districts, and address how the APSSD is complying with the APSSD COVID-19 guidance. The NJDOE is currently developing guidance on APSSD contracting issues and will issue that guidance shortly.

Plans must be submitted to the County Offices of Education no later than May 22, 2020. If board of education or board of trustees approval of the plans has not been obtained by the submission date, districts, charter schools, renaissance school projects, and APSSDs will submit to the County Office without board approval. Once board approval has been obtained at the next scheduled meeting, the district, charter school, renaissance school project, or APSSD will forward the approval to the County Office of Education.

c: Members, State Board of Education
    NJDOE Staff
    Statewide Parent Advocacy Network
    Garden State Coalition of Schools
    NJ LEE Group