

**COVID-19: District Preparedness to Feed Eligible Students
Support to County Office of Emergency Preparedness for Evaluation of District
Plans**



**SWEDESBORO-WOOLWICH
School District
Coronavirus Common
Planning Document**

May 11, 2020

REVISED

**Submitted for Review to:
Executive County Superintendent
Ms. Ave Altersitz
Office of Gloucester County**

I. INTRODUCTION

The Swedesboro - Woolwich School District, Gloucester County, recognizes the importance of continuing to educate its students in the event of a pandemic outbreak. While the District understands it may not be able to operate fully in a traditional school model, this plan will assist the District in continuing to provide students with a high-quality education. This plan is intended to outline procedures for a state ordered school closure.

II. PURPOSE

This plan provides guidance to the Swedesboro-Woolwich School District and may serve as the plan for maintaining essential functions and services during a pandemic outbreak. It does not replace or supersede any laws or policies; it simply serves as a guideline to address continuity of operations of the school district, aligned to the requirements set forth by the New Jersey Department of Education (NJDOE) specific to disease outbreak.

Those requirements include:

- 1.) Written directive from DOH or Local health Agency ordering closure
- 2.) Equitable access to services for all students
- 3.) Address provision of appropriate education for Special Ed student
- 4.) Provision of school nutrition benefits for eligible students.

III. COMMUNICATION

Communication to District employees and stakeholders had begun in the beginning of March 2020. On March 3, 2020, the first communication regarding COVID-19 was disseminated to the parent community and district employees. The District then followed up with communication on the following dates: 3/10/20, 3/12/20, 3/13/20, 3/14/20, 3/15/20. The District continues to communicate with the community on a regular basis through school messenger, social media, newsletters, and weekly Comet Clips to families.

Communication continues to be a primary focus of the District. Communication is emailed, posted on the established District webpage, posted on social media platforms (Twitter, Instagram, Facebook), and via school messenger (phone call and text alerts).

In the beginning of the COVID-19 pandemic, the District did launch a COVID-19 [webpage](#) on March 4, 2020 that included and will continue to include information and updates. The District also established a [website](#) specific for the District's Comprehensive Contingency Plan for the first 14 days which could be found on the [District Webpage](#).

Moving forward, the District will use all available communication tools to provide District employees and the community with information and updates. This will include:

- School Messenger robocalls;
- School Messenger text messaging;
- School Messenger Emails;
- Social Media;
- Updates to the designated webpage;
- District and building-level meetings.

IV. DEMOGRAPHIC INFORMATION

<p>Number of Enrolled Students (as of 3/10/2020)</p>	<p>1640 Total Students on Roll</p> <p>1550 K – 6 --- 53 Pre-School --- 37 Referred PK students</p>
<p>Number of Special Education Students (as of 3/10/2020)</p>	<p>295 Special Education 93 Speech Only</p>
<p>Number of Homeless / Migrant Students</p>	<p>10</p>
<p>Number of Medically Fragile Students (includes 1:1 nursing in district)</p>	<p>317 (includes children with seasonal allergies in the SWSD definition of medically fragile)</p>
<p>Percentage of Students with a Device and Internet at Home</p>	<p>2.3% of Swedesboro and Woolwich do not have computers</p>

	<p>9.1% do not have high speed internet video streaming</p> <p>Ref. American Community Survey (2009 – 2018)</p>
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V. PANDEMIC PLAN

-Pandemic Response Team / Essential Staff:

- During this time of planning and potential implementation of this plan, the following people are part of the Pandemic Response Team for the School District:
- Superintendent / School Safety Coordinator
- Business Administrator
- Chief Academic Officer
- Chief Information Officer
- Director of Special Services
- Director of Facilities
- In addition to the above mentioned district personnel, the Instructional Supervisors, building principals/vice principal, and CST staff also serve, as needed, to support the Response Team as Needed.

The following essential staff may also be called upon, as needed to be part of the Pandemic Response Team.

- Certificated Staff, Administrative Support Staff (Essential Staff)
- Gloucester County Department of Health
- Gloucester County Officer of Emergency Management
- Gloucester County Department of Education
- Woolwich Township Police Department
- The municipalities of Woolwich and Swedesboro

- Regional School District Superintendents: East Greenwich, Logan Township, South Harrison/Kingsway Regional
- The Swedesboro – Woolwich Board of Education and its legal advisor, Taylor Ruilova, will be called upon for consultation and legal advice.
- SWSD Staff

❖ **CONTINUITY PLAN - Essential Functions**

- The essential functions of the district will continue as long as possible while buildings remain open and operational. Details on those functions can be found below. It is expected that all school and student services will remain operational in the event that school districts are ordered to close by the Governor. In the event that only one or more buildings must be closed due to an emergency, the remaining buildings may be used as long as no emergency order to close the schools is in effect. If all buildings must be closed, the district is prepared to work remotely to maintain essential functions like payroll, health benefits, instruction, communication, etc.
- For as long as a state issued COVID-19 emergency order mandating the closure of schools remains in effect, certificated staff and administrative professionals will remain identified as essential personnel; however, these essential staff members will only be permitted to enter a school district building with permission of the Superintendent for tasks that cannot be performed through remote means (i.e. computer access to specific district software, closing classrooms for the summer cleaning process, obtaining materials required for instruction, etc.). Fobs will be deactivated for certificated staff to effectively monitor building entrance and encourage remote working conditions when possible.
- Cleaning and maintenance staff will continue on-site responsibilities. They may be assigned a rotating, staggered, or reduced schedule to ensure social distancing requirements.

❖ **Equitable Access**

- Students who are able to access the internet from home will be able to do so. Students who do not have the ability to access technology and/or internet at home will have alternative learning plans provided. These printed learning plans will be delivered to student homes, distributed on-site or mailed to student homes when possible.
- Students whose parents deny student access to 21st Century tools or having their image/name as per Internet Photograph Technology Agreement Form may not participate in any online / video-conferencing platforms without a granting specific permission through a targeted district parent permission form.

- Students will receive printed learning plan information in lieu of real-time, on-line instruction. One-way and two-way communication formats will be permitted in the online environment: YouTube, teacher website, and pre-recorded webinars and lessons as outlined in the District Technology Protocol ([SWSD Guidelines for using Technology Tools](#))
- District learning material will be mailed, picked-up during lunch distribution, or delivered during lunch distribution. Teachers will identify students who remain in need of printed learning plans.
- In the event that a closure is expected to last longer than one week, SWSD families will be able to sign out a Chromebook to allow for multiple devices for multiple children in a home and to allow students to access the internet where possible.
- Teacher feedback is required for submitted student classwork, quizzes, projects, tests, etc. Feedback is more important in a virtual learning environment than assigning an actual standards based “grade.”
- Students should receive feedback if their submitted work is correct AND if their work needs revisions. ALL students deserve feedback regardless of their level of success on an assignment. This can be recorded verbal feedback or written feedback.
- Due to issues of equity and in lieu of a written report card narrative, teachers will schedule a minimum of a 10 minute Parent-Teacher conference with every family via telephone, Zoom or Google.
- Benchmark assessments will be administered at the end of the year to all students. Students will engage in this benchmark in one of two ways: online for those students with digital access or a printed copy will be mailed. Benchmark data will be used in individual personal learning plan construction for student instructional needs as well as district curricular planning.
- G&T and Advanced Math/PreAlgebra matrices will be adjusted to reflect only data collected when school was in session (no later than March 13, 2020).
- Students will receive daily interaction from teachers. Students will receive communication from their: guidance counselors, nurses, and case managers (special education students) while engaged in remote learning. This will be accomplished using the following tools:
 - Email
 - Telephone
 - Video Conferencing
 - Google Classroom
 - Google Applications

❖ **Certified Staff Expectations (all levels, all grades, all subjects)**

- In the event of a school closure that requires remote learning, teacher availability to support learning will include no fewer than 5 hours and 15 minutes of instruction/teacher availability per day, 26 hours and 15 minutes hours per week, in a PK – 6 school district. The criteria meets the District’s Home Instruction Policy (#2481) and District Code: N.J.A.C. 6A:16-10.2(d).
- Every teacher is responsible to support students assigned to them for the 2019-2020 school year, monitor district-issued email accounts, and respond as appropriate to parent/guardian emails within 24 hours. All teaching and instructional support staff members are “on-call” between the hours of 9 a.m. – 3 p.m. and all are expected to check email and voicemail multiple times per days between those hours. (Recommendation is once per hour.)
- It is expected that general education, special education, ACES, G & T, ESL teachers provide individual and/or small group targeted instructional support each day. Targeted instructional goals are determined by: collected work feedback (data analysis of student, group, or whole class), identified student/small group needs, specific students/parents reaching out with questions and seeking additional guidance/help. This is in addition to the daily posting of new learning and the minimally required three pre-recorded or live video-conferenced lessons.
- Live video-conference lessons and pre-recorded lessons must be provided a minimum of three times a week to all students. Small group instruction and individual student support learning sessions must be provided each day. A sample schedule was provided to staff in the 2020 [SWSD Staff Closure Manual](#).
- Staff are also expected to collaborate with building administration and grade/subject-level colleagues as needed for support and consistency throughout the district.
- Student review days may be identified on half-days of school. Review learning experiences should be provided. Review days should be targeted by class student needs and based on data analysis of collected work products.
- Teachers are expected to be available to students for questions/answers and additional small group instruction or 1:1 individual targeted support (similar to a Comet Time).
- The special area teachers will continue to cycle through each of the classes based on their daily rotation schedule.
- Remote meetings will be scheduled using technology platforms such as Google Meet or Zoom as outlined in the [SWSD Guidelines for using Technology Tools](#).

❖ **Grade-level learning experiences have been developed for students.**

- A SWSD [District Staff Closure Manual](#) was shared with all employees to guide the expectations of the District. A recorded district presentation was also shared with all

staff. Staff receive “live stream” and recorded webinars from the curriculum office to promote alignment and consistency throughout the District.

- Professional Development will be posted on the District Staff Intranet and through the curriculum and technology departments on best instructional practices.
- A daily “work from home” log is required of all staff members every day who do not host a Google Classroom for instructional purposes.

❖ **Student Attendance and Engagement Protocol**

- Staff are directed to follow the [Attendance Guidelines for Distance Learning](#)
- General summary of overall plan below:

Situation	Next Steps	Action
Absolutely NO contact with the family has been established	Complete the NO CONTACT form	A police officer goes to the family home to ensure safety of the family
Minimal contact / Minimal work completion	Weekly phone call by teacher	Identify no more than 2 - 3 essential work products for that week that MUST be completed. Share that with the family and establish a collaborative due date for the modified work. Follow up if work is not submitted by new due date.
Student working from a printed learning packet	Weekly phone call by teacher to touch base	If you are unable to reach the parent and there is no contact, see "Zero Contact" situation.
Student / Family is engaged	Continue communicating via Google Classroom	N/A

❖ **Extended Learning Opportunities to Reduce Learning Gaps**

- The District will plan for summer learning opportunities to be available to all students (without charge) during the summer break. (Example: continued on-line lessons, online summer learning library, virtual book clubs, virtual math tutoring support, etc.)
- ESY will be held virtually.

❖ **Student Recognition**

- ❖ ▪ The District will continue to hold as many student recognition and student activities remotely:
 - Virtual Moving Up Ceremony
 - Virtual Student Talent Show (5th/6th Grade)
 - Virtual Field Trips
 - Virtual Field Day Challenge
 - Virtual PE Challenges
 - Virtual People’s Choice Awards
 - Virtual Open-Houses

❖ **District and Building Administrator / Supervisor Expectations**

- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.
 - A SWSD [District Staff Manual](#) was created and shared with all employees to guide consistent expectations throughout the District. A recorded or live district presentation will be provided to all staff when there is advance guidance of a potential emergency situation.
 - During a district closure, staff will participate in “live stream” meetings, pre-recorded video webinars, email, or shared google applications for curriculum guidance and further information.
 - A daily “work from home” log is required of all staff members everyday who do not manage their own Google Classroom.
- In the event the district implements a remote learning plan, Swedesboro - Woolwich School District will implement the outlined emergency closing procedures to ensure the continuity of services:
- To assist with instructional planning, all grade levels and subject areas will have access to Google Classroom.
 - PLCs will continue outside of the schedule work day.
 - Faculty meetings will continue to be held.
 - The SIS system and google applications stores will allow staff to access curriculum documents remotely.
 - Throughout any period of remote learning, building and central office administration will review/provide feedback to staff regarding their online instruction. The administration will also be included as teachers or students (by administrator preference) in staff Google Classrooms and the administration will monitor classroom instruction accordingly.
 - Remote teaching will still embrace the elements outlined in the Marzano Instructional Protocol.
 - A Staff District Closure Manual, Student Absentee Guidance Document, and the District Technology Protocol will be posted on the District Intranet to guide staff in their daily interaction/instructional expectations, remote learning structure, and district approved technology procedures that align with legal guidance.
 - Staff will create weekly printed learning home plans for students without access to the Internet. Special education students working from a printed packet will benefit from a minimum of three scheduled phone conferences a week from their special education teacher to support student learning, and general education students will benefit from a minimum of one scheduled telephone phone call to support student learning each week.

- Special education and student services will make every effort to provide an appropriate education for special education students during a period of pandemic outbreak. The District 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 online by special education teachers when appropriate, with the opportunity to communicate directly during scheduled times. Upon student return to school, the IEP team will determine if additional services are required.
- It is the expectation of the school district that lessons be differentiated and students with IEPs, 504s, G & T modifications, or ELL accommodations/modifications continue to be supported to the very best of our abilities. Google Classroom permits teachers to assign differentiated assignments to students.
- Accommodations and modifications as outlined in IEPs, 504s, G&T expectations, and ELL guidelines are required. Virtual teaching does not exempt the District from meeting legally required obligations. Communication with families is essential to ensure student needs are being met.
- Assignments must be clearly differentiated for students with IEPs, 504s, G & T modifications, or ELL modifications / accommodations. It is essential that parents be made aware that assignments are being differentiated and how they are being differentiated. *This applies for all students - even if you may have felt the student did not need it when class sessions were held on-site.* ALL students who require IEP, 504, G & T, or ELL modifications / accommodations are **required** to receive them.
- The following tele-therapies will continue to be provided without interruption by the school district:
 - Guidance Department: 1:1 Mental Health Support Sessions
 - Occupational Therapies: 1:1 / small group
 - Physical Therapies: 1:1/small group
 - Speech Therapies: 1:1 / small group
 - Wilson Instruction: 1:1 / small group
 - BCBA Support for parents/children
- IEP meetings will continue to be held via telephone conferencing or virtual meeting through one of two technology platforms: Zoom or Google Meet. 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.

➤ **All ICR, POR, SC classes K-6**

- Students will continue as usual per general classroom instruction by teacher(s).

- Special education teachers will modify and adapt as appropriate for students with IEPs
 - Targeted learning experiences will be provided to families based on student needs via Google Classroom or printed learning materials.
 - Teacher designed hands on activities that can be completed with items found around the house – give student/parents many choices in case they don't have the items
 - Printed leveled readers, individualized for the level of each student, will be provided via Google Classroom or in printed learning packets
- **Special class programs Prek-6 (Preschool, MD, Autism)**
- Targeted learning experiences will be provided to families based on student needs via Google Classroom or printed learning materials.
 - Teacher designed hands on activities that can be completed with items found around the house – give student/parents many choices in case they don't have the items
 - Proprioceptive Activities will be provided to families as needed
 - Academic/or skills will be appropriately designed for each student
 - Printed leveled readers, individualized for the level of each student, will be provided via Google Classroom or in printed learning packets
 - Copies of picture cards will be provided and individualized for each student as necessary
 - Interest inventories, social skills curriculum activities – if technology can convert them into writeable text
 - Students who have access to technology: provide a schedule of minutes expected on such activities as i-Ready, raz kids, Google classroom
 - Any additional activities as assigned by the classroom teacher
- **Medically Fragile students**
- Nurses will maintain communication with medically fragile students
 - Case managers will be sure parents have resources at home for care/treatment
 - Arrangements will be made for the parents to pick up any equipment needed to complete academic activities at home
 - OT/PT/SP consult at pick up on how to use the equipment
 - OT/PT/SP will deliver individualized instruction via Google Classroom
- **Related Services (OT/PT/Speech)**
- Google Classroom will be utilized as the platform to offer related services
 - Staff are expected to provide live-conference lessons whenever possible. Below is a list example of programming:

- ◆ Home programs for therapy students, if therapist able to go into house
- ◆ PT-YouTube exercise/yoga videos
- ◆ SP-Social skills videos
- ◆ SP-Functional skills packets
- ◆ OT-Handwriting packets
- ◆ Free ipad apps
- ◆ SP-YouTube read along stories
- ◆ OT-SP collaborative Life Skills Interactive book
- ◆ Share websites on teachers page
- ◆ Zoom, Google Meet, or pre-recorded webinars created by staff
- ◆ Parent educational and sensory activities for low functioning students

➤ **Case Managers (CST and Speech and Language Therapists)**

- The expectation is that CST teams will continue to develop IEPs; write reports; plan for next year.
- Teams will conference through Google Meets, phone conferencing, or Zoom, etc. The work day of 9:00 a.m. – 3:00 p.m. will be designated as time to address parent concerns and answer questions, as necessary.
- CST Managers will be invited to all caseload end of marking period Parent-Teacher Conferences. They are expected to participate if there are no other CST scheduling conflicts.
- CST staff will reach out to classroom teachers to provide support to students
- CST staff will monitor ways in which classroom teachers are providing for the special needs of the special education population
- CST staff will provide additional activities as assigned by Director of Special Services
- CST staff will collaborate with the guidance department to prepare Reopening Plan for Mental Health / Wellness
- Related services will be tracked using a collaborative google document shared among members of the CST Team to account for services provided and services still required as outlined by a child's IEP
- CST meetings will be held virtually
- The District and parent SEPAC Committee will partner to disseminate parent surveys to collect data on community perceptions, concerns, and needs.

➤ **ESL Instructors**

- ESL teachers will communicate with homeroom teachers, students, families, principals, and CST members regularly so that students can be provided with all required and necessary individual supports.
- ESL teachers are to continue to provide written translations whenever appropriate.
- ESL teachers continue to collaborate with your students' classroom teachers to plan for small group lessons and whole class supports according to your caseload.
- Live video-conference lessons are encouraged when possible for targeted small group instruction.
- ESL staff should monitor student enrollment and remain in communication with the school registrar regarding student enrollment information.

➤ **Guidance (PK-6)**

- Counseling will be provided through Google Meet, Zoom, or telephone calls
- Guidance will reach out to families/students through email and/or phone calls
- Guidance will deliver instruction lessons on the 7 Habits (Character Education)
- Guidance will provide staff and families with a weekly resource newsletter
- Guidance will communicate with staff (teachers and CST) to discuss student concerns,
- Counselors will hold 504 Plan meetings and update as needed
- Guidance will plan for Social Emotional Learning and development.
- Guidance will engage in professional development, book reviews/ online webinars.
- Guidance will work on chronic absenteeism data and initiatives.
- Guidance will share mindfulness exercises, mediation exercises, breathing/yoga exercises, self-care strategies - nutrition, coping / resiliency skills, grief resources
- Guidance will be available to address: future concerns, cyberbullying / social media information, substance abuse (Brain Development) information, overview of mental health, and any additional activities as assigned by building or district administrator
- Guidance will collaborate with CST staff to prepare Reopening Plan for Mental Health / Wellness

➤ **Nurses will:**

- Complete Kindergarten Registration Health Folders
- Complete transfer of health screening results
- Provide weekly instructional video lessons on student/staff hygiene and safety
- Prepare Reopening Plan for Wellness
- Update Awareness List

- Replenish Bloodborne Packets for Teachers
- Start paperwork to give to parents in June for 2020-2021 school year: Medication forms, Food Allergy Action Plans, Asthma Action Plans, Seizure Action Plans, EpiPen designee and Emergency Action Plans.
- Review policies and update accordingly via phone with nurses on committee
- Complete Ed-data supply order
- Review policies and update accordingly via phone with nurses on committee
- Any additional activities as assigned by building or district administrator
- Collaborate with administration to prepare Reopening Plan for Wellness Protocols

➤ **Educational Assistants (Paraprofessional/Classroom Aide)**

- Will be provided on-line training including but not limited to:
 - Inclusive learning
 - Behavior management
 - Social emotional learning
 - IEP implementation
 - Roles and responsibilities
 - Autism
- Assist classroom teachers by reaching out to them each day for additional instruction

➤ **Homeless/Migrant Student**

- The homeless liaison will be in constant contact with our students that fall under McKinney-Vento. The liaison will check on the well-being of the student and their family.

❖ **Provision of School Nutrition Benefits for Eligible Students**

In the event the district implements an emergency closure plan, the Swedesboro - Woolwich School District will implement the following food service plan to ensure the provision of meals to eligible students.

- In accordance with guidance released March 6, 2020 from the USDA, the district applied for the temporary Summer Seamless Option (SSO) program in SNEARS.
- Meals will be prepared at one school location and will be delivered and distributed by district staff. Two to three administrators will be present on-site each distribution day.
- The Walter Hill School will serve as the proposed “hub” for lunch pick-up and delivery.
- Universal lunches will be served when state reimbursement is provided to the District.

➤ **The following Proposed Feeding Plan will be followed:**

- Serve students at the parking lot at the Hill School from 11:00 a.m. -12:30 p.m. starting on the first day of closure
- The School Business Administrator will oversee the organization of the food distribution process
 - A minimum of 2 – 3 administrators will be assigned on-site
 - Nutriserve Staff will be present each day for preparation and distribution
- Tables would be set up for students to pick up their bagged meals each day
- Tables will be sanitized throughout the process
- A roster of student names for all meals picked up and delivered meals will be maintained.
- Information on food distribution times/location/process and process will be posted on the District’s website. Robo calls will also be used, as needed, to share the plan and direct parents and students to the website for additional information.
- Information about the District lunch program will be posted on social media, the website, and shared via school messenger to all families. Families who do not respond will be personally contacted by telephone to ensure free or reduced lunch recipients are aware of food availability. Messages will be translated into additional languages as appropriate.
- Locations and hours of the below Gloucester County food banks will also be shared with parents. In accordance with verbal guidance from NJ Department of Agriculture, we should direct families to these sites as needed.

- **Kings’ Things**
1404 Kings Highway
Swedesboro, Woolwich NJ 08085
(856) 467-1796

❖ **CONTINUITY OF OPERATIONS**

➤ **Superintendent of Schools or Designee**

- Maintains authority over all operations and crisis management plans.

➤ **School Business Administrator**

- Monitors and maintains the following departments prior to and during any closure: Building and Grounds, Lunch Services, and the Business Office.
- Work with the supervisor of each area to ensure proper actions and responses in order to maintain operations.

- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.
- Payroll
 - The Payroll Office will continue regular functioning from an outside location, if necessary. Payroll staff may be able to enter a school district building to ensure that staff are paid.
- Transportation
 - The Transportation Office will continue regular functioning from an outside location, if necessary.
 - Transportation staff may be utilized for food service delivery
- Facilities and Operations
 - Takes appropriate measures to minimize, to the greatest extent possible, the risk of a viral transmission in the school facilities with cleaning policies and practices which include (but are not limited to) on a daily basis:
 - ○ Filing of soap and hand sanitizer dispensers
 - ○ Ensuring all paper towel holders are filled and functioning at all times
 - ○ Sweeping and wet mopping all floors
 - ○ Vacuuming rugs
 - ○ Cleaning and sanitizing hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railing, stairwells, and writing tools
 - ○ Cleaning and sanitizing bathrooms - toilets, sinks, walls, floors
 - ○ Cleaning and sanitizing cafeterias - tables, chairs, food lines
 - ○ Cleaning vents
 - Takes steps to assure the provision of power, heat and ventilation, water, sewer and janitorial services.
- Technology
 - The Technology Department will continue to function regularly from an outside location if necessary.
 - They will be available during their regular hours of 9am-3pm to respond to technology issues pertaining to district programs and equipment.
 - Staff can submit service tickets and can expect same day responses by email or phone between 9:00 a.m. – 3:00 p.m.
 - District servers housed on site can be monitored on-site if possible or remotely if necessary to ensure all systems remain up.
- SWSD staff that do not have access to Internet at home will have the option to:
 - Report to designated areas in the district to use district supplied Wi-Fi or stop by a local business or public library to utilize the Internet connection there.

- The Technology Department will also supply Chromebooks temporarily to the select staff that do not have a take home device assigned to them already.
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.
- SWSD will provide district staff with a [District Technology Protocol](#) that is continually revised and NJDOE and legal guidance is revised and new software/tools are made available.

❖ **Chief Academic Officer**

- Maintains academics and student learning with the support of the Instructional Supervisors and building administrators.
- Provides access to instructional materials aligned to New Jersey Student Learning Standards (available and designed to support student learning).
- Communicates with teaching staff members with the exception to develop and deliver instruction and assessments through the duration of the school closure.
- Updates Superintendent of Schools on a regular basis.
- Send out lists of educational assistants and support staff ID access # to Safe Schools for assignments
- Send out the menu of offerings from Safe Schools of videos to facilitate Principals and SpEd Supervisors assigning this option for work (choose # of hours of content) and monitor the work
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.
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❖ **School Safety Specialist / Superintendent**

- Receives updates from the Gloucester County Department of Health
- Receives updates from the Gloucester County Department of Health
- Communicates with building administration to ensure the safety and wellbeing of students, staff and the community are being met
- Be available to answer all staff and community questions/concerns in regards to the safety and wellbeing of our students in addition to all operational aspects of our schools
- Participates in on-going training

❖ **School Registrar**

- Ensure that Kindergarten Registration is on-going

- Support the Business office with the food distribution process and procedures. Work with building principals to help coordinate in the distribution effort.
- Collect documents for the BoE agenda in March and April and as needed
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.

❖ **Human Resources**

- Monitor US Mail and inter-school mail and fill out PTT forms as well as all HR forms from external organizations for our staff (ex. Employment verification, reimbursement forms from government and employment/tuition forgiveness forms and medical forms, FMLA, Workman’s Comp) and all other requests and answer in a timely manner
- Monitor employee medical leaves (and long term subs) for start and end dates of leaves
- Post openings for positions
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.

❖ **NJSMART REPORT PERSONNEL**

- Monitor Staff Attendance **while schools are open (watch trends)**
- Complete New Jersey State Reporting as required.
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.