



# WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT

School Health Related Closure Preparedness Plan:  
Updated May 18, 2020



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## **I. INTRODUCTION**

The West Windsor Plainsboro Regional School District recognizes the importance of continuing to educate its students in the event of a pandemic outbreak. While the District understands it might not be able to operate fully, this plan will assist the District in continuing to provide students with a high-quality education.

## **II. PURPOSE**

This plan provides guidance to the West Windsor Plainsboro 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 services as a guideline to address additional concerns, challenges, and considerations specific to disease outbreak.

## **III. DEMOGRAPHIC DATA**

In order to effectively plan, the demographics of the West Windsor Plainsboro Regional School District must be considered. Currently, there are 9,478 students in the District. Of those students, 881 (9.3%) are considered Special Education students. 329 (3.5%) of students are English Language Learners. The District also has 454 (4.8%) Free and Reduced Lunch students.

## **IV. CONTINUITY PLANNING DURING A HEALTH RELATED CLOSURE**

This plans 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 Alert System, posted on the district website, and posted on district social media accounts. Any questions regarding these messages should be directed to the Director of Communications.

## **V. 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 or state health officials. This is a requirement if the school closure 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 communicated to the school community.

### **B. PANDEMIC RESPONSE TEAMS**

As the District receives guidance that a pandemic outbreak is imminent, the Superintendent will be responsible for organizing the following teams to plan and coordinate:

- Crisis Response Team (in the event of traumatic loss during the pandemic)

- Superintendent of Schools
- Assistant Superintendent of Pupil Services and Planning
- Assistant Superintendent of Finance
- Assistant Superintendent of Curriculum and Instruction
- Director of Human Resources
- Director of Guidance, Health and Wellness
- District administration and staff as deemed necessary
- Members of the Building and District Crisis Response Team
- Guidance Counselors
- School Nurses
- Members of the Child Study Team
- Traumatic Loss Coalition
- First Responders – Police, Fire, EMT, etc.
- University of Behavioral Health
- Interfaith Community
- Curriculum Planning Team
  - Superintendent of Schools
  - Assistant Superintendent of Pupil Services/Planning
  - Assistant Superintendent of Curriculum and Instruction
  - Supervisors, Directors, Assistant Principals, and Principals
  - Teacher Resource Specialists K – 12
  - Classroom Teachers
- Special Education Planning Team
- Communications Team
  - Superintendent of Schools
  - Director of Communications
  - Public Information Officer
  - District Videographer
  - Administrative Assistant to the Superintendent/Pupil Services
- Operations Team
  - Building and Grounds
  - Transportation
  - Food Services
  - Business Office
  - Payroll and Accounts Payable
  - Technology
- Security Team
  - Class III Police Officers
  - Eyes on the Door

## **VI. 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.

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 West Windsor Plainsboro Regional School District recognizes the importance of continuing to educate its students. While the District understands it might not be able to operate fully, this plan will assist the District in continuing to provide students with a high-quality education.

### **C. CURRICULUM AND INSTRUCTION: Delivery of Virtual and Remote 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 progress with their skills and knowledge.

The West Windsor – Plainsboro Regional School District is uniquely positioned to provide students with an authentic and engaging virtual learning experience due to the extensive work we have done in this area. In grades K-5, the district has a multitude of learning platforms including district technology subscriptions, generic technology resources, and Seesaw home access. In grades 6-12, the district is well equipped to deliver instruction remotely as all students in grades 5 -12 have been issued a Chromebook.

Our virtual learning plan, expands upon our existing practices to ensure continuity of instruction. Teachers and students will continue to utilize the Google-Suite for Education and other web-based tools designed to promote online communication and collaboration.

We are able to differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands.

- Instruction is delivered in a hybrid model that includes synchronous and asynchronous learning opportunities.
- Daily “content slides” include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.
- “Content slides” are crafted to advance student learning that is aligned with grade-level specific NJSLs. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.

### **K-5 Teacher Expectations**

- a. Teacher responsibilities to support students: Every staff member is responsible to support students assigned to them for the current school year.
  - Check and respond to parent and student emails
  - Provide feedback as appropriate to students
  - Collaborate with other grade level and subject related teachers as needed for consistency and optimization.
- b. The Learning Experiences were created in phases. Phase one utilized a series of asynchronous learning experiences that were created for students by grade level. These experiences were posted on the district website, printed as necessary, and were made available to students via a direct email from teachers to parents.
- c. As the extended closure proceeded until the end of the school year, the next set of phases were initiated as digital skills increased for both staff and families. The district ensured accessibility to digital content for all by lending devices to families and purchasing “hot spots” as needed.
- d. In phase two of the plan, teachers worked to build a Google Classroom or their Seesaw (use of an LMS) in order to increase interactions with classes. Discussion boards, flip grids, and videos were still utilized to support asynchronous learning experiences. Emails from teachers and phone calls to support students and families took place during this time as well.
- e. Phase 3 was initiated upon return from the district’s Spring Break. Learning experiences accessed via the LMS from each teacher. A mix of synchronous and asynchronous learning experiences were delivered. Teachers use morning meetings, small group instruction, read alouds, etc., to provide social connections and skill building for students/classes. During this phase, targeted skills and lessons were delivered synchronously by Special Education, Gifted and Talented, ESL, and Basis Skills professionals. In addition, digital content access now includes Dreambox for Math K-5 and RAZ Kids for literacy K-3.

\*Throughout the extended closure our plan ensures that our students have access to our high quality learning experiences designed by our teacher resource specialists and teachers in order for our students to progress on their learning pathways while supporting families in this unprecedented time. The learning experiences are developmentally appropriate and include a mix of synchronous and asynchronous experiences as we know students “learn by doing.”

The report card narrative for the 3rd trimester as well as students' work and digital content data allow our professionals to gauge progress while in our extended closure. Upon return to school, we plan for a celebration of learning to share student work products and implement assessments to further gauge progress.

### **Middle and High School Delivery of Virtual and Remote Instruction**

- Instruction in grades 6-12 is delivered in a hybrid model that includes synchronous and asynchronous learning opportunities.
- Teachers in grades 6-12 utilize Google Classroom and video conferencing platforms (e.g., google meets) to provide assignments to students and to offer individual, group, and in some cases, peer feedback. Teachers are able to view student work in "real time" as well as to receive student work for review, and to provide feedback in a timely manner.

### **Teacher Expectations**

Please consider the context. This is a unique time, and the most important consideration is that staff, students, and families stay healthy. The goal is on learning, not covering curriculum. With this being said, staff should follow these guidelines:

- a. Proceed with a "benefit-of-the doubt," common sense approach.
- b. Be available for students during the corresponding hours that their classes meet (\*see "office hours" ideas below).
- c. Students will experience four hours of instruction per day.
- d. High School classes will be taught on an "Day 1" or "Day 2" day schedule
- e. Due to the existing "A" day/"B" day schedule, Middle School classes will be taught on a "Day 1A," "Day 2A," "Day 1B," and "Day 2B" schedule (see below).
- f. High School and Middle School teachers should prepare assignments for the equivalent of 2-3 class periods per week.
- g. Materials are to be uploaded in Google Classroom.
- h. Provide feedback during social distance time via Google Classroom.
- i. Do not use Genesis for grades at this time (use Google classroom only).
- j. Assess so that students receive feedback *and* to preclude large assessments upon return.
- k. Provide flexible due dates.
- l. If a student is not submitting work, reach out to check in on them.
- m. Should students exceed the determined learning experiences, supplementary passion projects will be posted for student's enjoyment. Learning materials will be posted and made available to families.
- n. Planning support for distance learning can be found on [this document](#)

### **Guidelines for Students and Families: Middle and High School Level**

Please consider the context. This is a unique time, and the most important consideration is that staff, students, and families stay healthy. The goal is on learning, not covering curriculum. With this being said, students and families should follow these guidelines:

- Students are expected to be present (virtually) during their assigned class period when possible. The above chart 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 placed on the district website and emailed to students and parents.
- Students will be able to complete work on their own schedule but will have real time access to teacher feedback.
- Students should follow teachers’ instructions on their Google classroom sites.
- Students will receive feedback via google classroom from their teachers (not Genesis).
- Students should be sure to hit **“Submit”** when completing assignments via Google classroom.
- Students should submit questions to instructors during designated class time via Google classroom or email.

### High School Virtual “Office Hours”

Day 1: Periods 1-4	Day 2: Periods 5-8
Period 1: 9-10AM Period 2: 10-11AM Period 3: 11AM-12PM Period 4: 12-1PM	Period 5: 9-10AM Period 6: 10-11AM Period 7: 11AM-12PM Period 8: 12-1PM

### Middle School Virtual “Office Hours”

**9 AM - 1 PM**

Day 1A: Periods 1-4	Day 2A: Periods 5-8	Day 1B: Periods 1-4	Day 2B: Periods 5-8
Period 1: 9-10AM Period 2: 10-11AM Period 3: 11AM-12PM Period 4: 12-1PM	Period 5: 9-10AM Period 6: 10-11AM Period 7: 11AM-12PM Period 8: 12-1PM	Period 1: 9-10AM Period 2: 10-11AM Period 3: 11AM-12PM Period 4: 12-1PM	Period 5: 9-10AM Period 6: 10-11AM Period 7: 11AM-12PM Period 8: 12-1PM



**\*Office hours - teachers will be available to students in the form of:**

- Google hangout
- Checking email
- Responding to students and giving feedback

#### **D. ATTENDANCE**

Student attendance is monitored by the teacher. The teacher will reach out to parents if a student is not attending classes and the parent has not reported them absent. If a teacher cannot validate a student absence through their communication with the parents, they will notify the building administration. The building administration will work with the parents and counselors to resolve the attendance issue. This same protocol is followed when a student is not participating in the virtual instruction.

#### **E. SPECIAL EDUCATION PLAN**

It is imperative the District provide an appropriate education for Special Education students 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 online 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.

##### **All ICR, RC, LLD classes, Grades K – 12**

Students are being provided virtual instruction by teachers using learning platforms including Google Classroom, Google Meet, learning activities provided on decks of slides, etc. Instruction to special education students will continue to be modified and adapted as appropriate to student IEPs.

##### **Preschool Programming**

Programming to be continued via google classroom, Seesaw and other virtual/distance learning platforms. IEP goals are being addressed to the fullest extent possible.

##### **MD/Autism Programming, K - 5**

Programming is continued via google classroom, seesaw and other virtual/distance learning platforms. IEP goals are being addressed to the fullest extent possible. Instruction to special education students will continue to be modified and adapted as appropriate to student IEPs.

##### **MD/Autism Programming, Grade 6 – Post Graduation**

Students follow the schedule provided. Instruction takes place via Google Classroom, Hangout, Meet, and other virtual/distance learning platforms. Instruction to special education students will continue to be modified and adapted as appropriate to student IEPs.

### **OT/PT/Speech**

OT/PT/Speech services are being provided 20 minutes/service/week/student. Related services are provided in an interactive model for all students and are individualized to the specific needs of each student. As appropriate for each student, therapy services are provided using a hybrid of modalities including teletherapy or direct remote/virtual services, email and/or telephone feedback, coaching and consultation. We will continue to review all options such as videotaping lessons for group or individuals. A list of activities that can be addressed by virtual learning in a home environment has been developed. The district will be compiling a kit of supplies for parents to facilitate therapy activities in the home. These are kits/items that are easily accessible and may be used in the event of sudden closure for parents to utilize at home for instruction. Virtual office hours are set up to address parent concerns, questions, as necessary. Therapists are maintaining records documenting 1) G&Os being addressed, 2) the frequency and duration of services provided, 3) level of student's participation and 4) progress.

### **CST/SLP/BCBA IEP Service**

The Special Services Dept. monitors incoming mail for new referrals of students. Initial Planning meetings are scheduled and held, virtually, on Google Meet platforms. IEP teams collaboratively determine the nature and scope of evaluations needed to assess the student in all areas of suspected disability. To the extent possible, those evaluations are conducted (i.e. Social History). Individually administered normed testing will be conducted once health conditions permit.

For those students whose CST evaluations were underway at the time schools closed, evaluations that were able to be completed, were completed. To the extent possible, with existing information, eligibility determinations were made, IEPs were created and students were placed in appropriate SE programs. For those whose eligibility could not be determined based upon existing data, testing and eligibility determinations will resume when schools reopen.

For those students with existing/active IEPs, the CST teams continue to monitor the implementation of students' IEPs. They will continue to develop IEPs; write reports; plan for next year. Teams can conference through Google Hangouts, phone conferencing, Google Classroom. Virtual office hours will be set up to address parent concerns, questions, and schedule IEP meetings, as necessary. Case managers check in with students via Google Classroom and both email and telephone conferences with families. SLPs are conducting sessions via Google Meet and preparing annual reviews for ESLS students. BCBA's are in contact with families that have an identified need noted in their IEP.

### **Annual Reviews**

Annual Review meetings are being conducted via Google Meet. IEPs and appropriate programming for 2020-21 are being developed. Timelines shall be considered and extended as necessary.

### **Re-Evaluations**

Re-Evaluation Planning Meetings are being conducted with evaluation components proposed to be scheduled upon the opening of schools. Timelines shall be considered and extended as necessary. All assessments not requiring face-to-face, in person administration, such as Social

Histories, Behavior Rating Scales, etc. will be conducted and completed. All assessments that require in person administration will be conducted when schools reopen.

### **Counseling**

Counseling services are being conducted 20 minutes per service, per week, per student via video chat or email.

### **APSSDs (Approved Private Schools for Students with Disabilities)**

APSSDs have sent updated virtual instruction plans to the home district.

Case managers maintain ongoing communication with APSSDs and case managers to ensure that students are receiving services and instruction as outlined in the IEPs to the maximum extent possible.

Case managers contact parents of APSSDs to address concerns/questions.

## **F. ENGLISH LANGUAGE LEARNERS**

### **ESL Delivery of virtual and remote instruction**

- ESL instruction in grades K-12 is delivered in a hybrid model that includes synchronous and asynchronous learning opportunities.
- Daily “content slides” include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.
- “Content slides” are crafted to advance student learning that is aligned with grade-level specific NJSLs. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
- ESL teachers in grades 6-12 utilize Google Classroom and video conferencing platforms (e.g., Google Meets) to provide assignments to students and to offer individual, group, and in some cases, peer feedback. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
- ESL teachers in grades 6-12 are flexible with due dates, provide choice assignments, and give students the option of either a written or oral response.

With respect to instruction that meets the needs of our ELL population, teachers are modifying and supplementing the general education by:

- Meeting with small groups of ELLs to provide ESL-based instruction;
- Meeting with small groups of ELLs to provide additional opportunities for immersion in English through read alouds, shared reading and shared/interactive writing activities
- Providing time for scaffolded conversations that targets students’ specific stages of English language acquisition;
- Meeting with students in partnership with the ESL students’ homeroom teachers to provide extra support around academic skills and strategies, especially in the areas of reading, writing and math; and
- Meeting with students’ entire homeroom classes to model best practices in ELL instruction for homeroom teachers.

## **ESL Communication**

ESL teachers, homeroom teachers of ESL students, and building administrators continue to maintain constant and close contact with caregivers of ESL students through:

- phone conversations
- email
- Learning Management Systems platforms (e.g., SeeSaw, Google Classroom)

Communication centers not only on the provision of academic instruction and support, but also on addressing SEL-related concerns.

## **G. SCHOOL NUTRITION-SAFE DELIVERY OF MEALS**

### **Ensure Continuity of meal programs.**

The school district continues to work with Sodexo to consider ways to distribute food to students. In order to avoid community spread of COVID-19, strategies are in place to avoid distribution in settings where people might gather in a group or crowd.

Meals are provided to families every 2 weeks on Mondays. Families have the option for delivery or pick up at West Windsor-Plainsboro High school North. District food service vendor (Sodexo) pack food in “banker boxes” on Fridays prior to distribution. Meal distribution is facilitated by the district Food Service Director who also varies meal choices while adding produce, snacks and shelf stable foods.

### **Delivery of Meals**

- The District is divided into three bus routes depending on city/area code.
- Volunteers assigned to each bus route collect and stage meals at three separate areas on front walk of HS.
- Bus driver remains on bus at all times (as bus is loaded with meal boxes).
- Buses are escorted by respective Police departments, leading buses to each address, keeping watch in the parking lot, and ensuring delivery safety.
- Two volunteers, masked and gloved, travel on bus sitting six feet apart from driver and each other.
- Volunteers walk meals to doors separately, place products in front of door, knock and step at least 10 feet away from the door. The last volunteer will wave to the family and send well wishes from the District.

### **Distribution of Meals (Pick Up)**

- Families are notified of meal distribution by the district “call team” of 4-5 volunteers.
- Meal distribution is available from 11AM - 2 PM (3 hours).
- Families show children’s names in the window as they drive up.

- District staff “check in” each family and announce to the distribution team the quantity and contents for the family to receive.
- Families are instructed to open the trunk or rear area of the vehicle and the packing team will load meals (per student) in each vehicle.
- Families are asked to remain in their cars to comply with social distancing regulations.

The district will continue to monitor and evaluate distribution strategies and potential supply chain concerns.

## H. SUMMER PROGRAMMING

### Extended School Year

ESY services shall be delivered via google classroom, Seesaw and/or other virtual/distance learning platforms. IEP goals will be addressed to the best of their ability. There will be a scheduled time frame of both academic and therapeutic services to be delivered for students. The ESY program shall commence on Monday, July 6 and end on Friday, August 14.

Academic Instruction	8:30-10:30am
Therapy Services	10:30-1:30pm

### Title I Summer Programming

DreamBox is an online math program that supplements core instruction in the classroom or at home and is proven to increase math growth. DreamBox dynamically adapts to the learner, providing personalized instruction. The lessons are available in English and Spanish, and are aligned to NJSL Math (our state standards).

Raz-Kids is an award-winning teaching product that provides comprehensive leveled reading resources for students. They offer hundreds of eBooks offered at 29 different levels of reading difficulty.

Parent Link is a program designed to welcome new families to the West Windsor-Plainsboro Regional School District. Building and district staff provide new families an overview of academic programming, social and emotional programming, athletics and extra-curricular, and Title I supports. Parents visit with counselors and teachers by grade level to learn more specific details about school culture.

Summer Reading opportunities will be offered to Title I eligible students grades K-5. The district partnered with NJ FAST (Families and Schools Together) to provide students with supplemental books for the summer. Each student will receive 10 books (5 NJ FAST and 5 Title I) to build their summer reading library.

Snacks will be provided bi-weekly for Title I eligible students. The district’s food service vendor will select healthy snacks for pick-up and delivery throughout the summer

Access to Digital Media Databases will remain in place for students during the summer. Media specialists Students k-12 will have the opportunity to search for digital content of their choice or research using district databases

### **Community Education**

Virtual summer programs shall be provided, at cost to all students, ages 5 to 14. Programs are delivered through various online communication platforms or through individual vendor websites. A safe pick-up location will be provided for programs distributing supplies. The virtual summer program guide is available for review on the school district website.

Parents or guardians register and pay for desired programs through Community Education's registration website, Community Pass, or by visiting <https://register.capturepoint.com/wwp>.

### **Financial Literacy**

WW-P offers a summer online financial literacy course for students in grades 10-12. This 2.5 credit course is designed to alert, inform, and educate students in concepts of personal finance and money management and meets district and state financial literacy graduation requirements.

### **Option II**

WW-P high school students may elect to take summer option ii coursework which allows for alternative paths to credits that meet or exceed the New Jersey Core Curriculum Content Standards and are based on student interest or career goals. Students may elect to apply for WW-P credit or WW-P credit and advancement of a course level through distance learning, college course work or course work taken outside WW-P.

West-Windsor Plainsboro prioritizes the health and safety of our students, families, and staff during the 2020 COVID-19 pandemic. In order to reduce risk and extend compassion for students under these difficult circumstances, this summer (2020) the district will not administer nor require Option ii testing. The amendment below details the new, temporary proposal to accommodate our students who have chosen, and have been approved, to take an Option ii course.

#### Amendment

Students Must Show Proficiency to Earn WW-P Credit: a student must earn a minimum grade of a B (80%) in any option ii course. A grade of an A or a B must be achieved in order to receive WWP credit.

Please note how priority will be given when scheduling courses when/if capacity is reached for a class. Students who are seniors, followed by juniors will be scheduled first when possible. All other students requesting the course will be placed in a lottery for the remaining seats.

## Credit Recovery

WW-P offers online summer credit recovery opportunities for those high school students who are in need of course remediation.

## I. TECHNOLOGY

During a period of pandemic outbreak, technology will be required to ensure the continuity of instruction. The district will use Google Drive, Google Meet, Google Hangout, Genesis Messenger, School Messenger, and any additional platform available to ensure the delivery of instruction for students.

### Distance Learning Toolkit and Planning Support That May Be Utilized During A Health Related Closure

How can students participate virtually?			
<a href="#">How can students access content?</a>	<a href="#">How can students check-in?</a>	<a href="#">How can students and teachers collaborate?</a>	<a href="#">How can students demonstrate learning?</a>
<a href="#">Google Classroom</a>	Email	Google Classroom comments	Google Docs, Slides, Drawings
<a href="#">HyperDocs Template</a>	Google Classroom comments/questions	Google Docs/Slides	<a href="#">Screencastify</a>
<a href="#">Choice Board templates</a>	<a href="#">Google Form</a>	<a href="#">Padlet</a>	<a href="#">Website</a>
<a href="#">Screencastify</a>	<a href="#">Flipgrid</a>	<a href="#">Backchannel chat</a>	<a href="#">WeVideo</a>

#### Accessing Content

- Assignments can be pushed out in Google Classroom. “Copies” can be made for students by selecting “make a copy for each student” when adding materials.
- “Complete” lessons (including engaging opening, content instruction, assessment, etc.) can be structured through a HyperDoc or Google Slides.
- You can talk students through materials or lessons by recording yourself and your screen with Screencastify.

#### Demonstrate Learning

How can students digitally demonstrate their learning?

- Students can submit a Google Doc, Slide, etc. through Google Classroom.
- Students can create a Google Site and insert evidence of learning.
- Students can record a Screencast to explain.

### Planning Support

**Weekly Work Schedule Template:** The purpose of this document is to support individual teachers in communicating weekly work for students. Once complete, the document can be shared out with students.

### **Access to Technology**

The District currently uses and communicates with members of the school community through various methods of technology, including Genesis and SchoolMessenger. Since these systems are utilized daily without the District's knowledge of inaccessibility, the District assumes nearly 100% of the school community can access the applicable resources. If there are any issues that indicate otherwise, please email [WWPSIS@ww-p.org](mailto:WWPSIS@ww-p.org).

The District's 1:1 Learning Initiative provides Chromebooks for all students in grades 5 - 12. Students are required to take Chromebooks home each night and use them for completing assignments and studying. During the start of the school year any students that do not have internet access at home are identified and the district works with the parents to ensure the students have connectivity when at home.

Students in grades PreK-4 were provided with devices if needed. An online form was used to gather requests for devices from parents. Parents who could, drove to the District's technology help center at HS North to pick up the requested device. If a parent was unable to get to HS North, the device was delivered to the home. Along with devices, hotspots were provided to families that indicate that they do not have internet access. Parents, teachers and administrators were surveyed to determine which families were in need of devices or internet access. Communications with parents were done through email and phone calls. Communications were provided in various languages.

### **J. POLICY/CONTRACTUAL**

During a period of pandemic outbreak, virtual learning days will be allowed to count toward the 180 day requirements and would be considered a contractual work day. Instructional responsibilities must be maintained in a virtual environment. Should you be unable to fulfill responsibilities due to an illness (self or other) you are asked to post an assignment (as you would for a substitute) in your Google classroom. A sick day should be utilized if unable to conduct instructional responsibilities.

Staff members are asked to consider the following:



- Staff members should bring home their district issued device, with charging cable, today and each day going forward in case the need for virtual learning days occur.
- Ensure you have access to any passwords you may need to get on Genesis, your email, the employee portal, workspace, google drive, etc.

## **K. FACILITIES**

The Building and Grounds Department will work to ensure that appropriate cleaning protocols are utilized at all times. Transmission of coronavirus in general occurs much more commonly through respiratory droplets than through fomites. Current evidence suggests that novel coronavirus may remain viable for hours to days on surfaces made from a variety of 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. Protocols are in alignment with the guidance provided by the CDC: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

During the period of closure, several factors require Buildings & Grounds to have an on-going preventive maintenance program. We are concentrating our plan in maintaining the following:

- Indoor Air Quality
- Water distribution safety
- Plumbing Safety
- Fire Safety and Emergency Systems
- Grounds Upkeep
- Cleaning and Disinfection Procedures

### **Indoor Air Quality**

Set points for our HVAC and hot water control systems have been modified to reflect a low period and will continue to be monitored daily to make sure they are operating at a low load condition. The HVAC preventive maintenance routine will continue as normal.

### **Water Distribution Safety**

Water stagnant in plumbing systems for long periods of time could become unsafe for use. Harmful organisms like legionella can grow in plumbing if water stagnates. Unsafe levels of lead and copper can also be found. To maintain fresh water in our plumbing system, our Operations Foreman will be performing a weekly flush of all the plumbing fixtures, including urinals, faucets and water fountains.

### **Plumbing Safety**

Issues may arise where a pipe may break due to age or wear conditions, causing water leaks that could turn into unsafe humidity levels. To prevent and promptly identify such potential

issues, our staff will inspect all bathroom facilities and mechanical rooms at least once per week.

### **Fire Safety and Emergency Systems**

Regulatory compliance routine inspections and testing for our Fire Suppression, Fire Alarm, Fire Extinguishers, Emergency Lighting, Elevators and Emergency Generators will continue established by Code.

### **Grounds Upkeep**

To meet local ordinances and to prevent future major restoration of our fields, our Grounds team will continue with our normal routine schedule for mowing, trimming and maintaining our baseball and rest of the sports fields.

### **Cleaning and Disinfection Procedures During Extended Period of Closure**

Schools have been cleaned and sanitized thoroughly immediately after the schools closed using Virex disinfectant.

After this procedure occurred all areas were closed off.

#### **Procedure Used:**

Cleaning staff cleaned and disinfected all areas such as classrooms, offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, door handles and knobs), focusing especially on frequently touched surfaces.

Cleaning staff wore disposable gloves and masks for all tasks in the cleaning process, including handling trash.

#### **Process Moving Forward:**

Closed off areas visited by any person and the space will be disinfected within 24 hours after such person has left the area(s) and cleaning staff will close it off immediately thereafter. Cleaning staff will clean and disinfect all surfaces within the area, focusing especially on frequently touched surfaces including bathrooms, doors, door knobs, electronic equipment like tablets, touch screens, and computer keyboards.

## **L. ATHLETICS AND EXTRACURRICULAR ACTIVITIES**

Unless otherwise directed by the Department of Education/Department of Health, in the event of a health-related closure, all athletic events and extracurricular activities (including field trips) will be canceled.

## **VII. 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 (West Windsor and Plainsboro), and the Mayors of West Windsor and Plainsboro. Information will be communicated to the school community directly from the District. Should the pandemic

outbreak occur and schools remain open, school nurses will continue to reinforce proper hand hygiene. As always, any important information will be available on the district's website, <http://www.wv-p.org>.

### **VIII. CONCLUSION**

Throughout a 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. The plan we have developed will serve as a guide. The power of the guide is in the planning process. We will continue to reassess the plan as necessary.

**SIGNATURE OF SUPERINTENDENT**

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**DATE SUBMITTED TO THE EXECUTIVE COUNTY SUPERINTENDENT**

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**APPENDIX**

**A. WRITTEN GUIDANCE FROM DEPARTMENT OF HEALTH OR LOCAL  
HEALTH AGENCY RECOMMENDING SCHOOL CLOSURE**

## HOME INSTRUCTION POLICY

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

(a) The district board of education shall provide instructional services to an enrolled student, whether a general education student in kindergarten through grade 12 or special education student age three to 21, 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 their usual education setting, whether general education or special education.

1. To request home instruction due to a temporary or chronic health condition, the parent shall submit to the school district a request that includes 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 10 consecutive school days or 20 cumulative school days during the school year.

i. The school district shall forward the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide to the district board of education reasons for denial.

2. The school district shall notify the parent 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.

3. 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.

(b) The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, 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 for the following categories of students:

1. A student who resides within the area served by the district board of education and is enrolled in a public school program; or

2. A student who is enrolled in a nonpublic school that is located within the area served by the district board of education pursuant to N.J.S.A. 18A:46A-1 et seq.

(c) Home or out-of-school instruction shall meet the following minimum standards:

1. The school district shall establish a written plan for delivery of instruction to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress.
2. The teacher providing instruction shall be a certified teacher.
3. 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.
4. 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 New Jersey Student Learning Standards. When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.
5. For a student without disability, the home instruction shall meet the New Jersey Student Learning Standards, and the requirements of the district board of education for promotion to the next grade level. When the provision of home instruction will exceed 60 calendar days, the school physician shall refer the student to the child study team for evaluation, pursuant to N.J.A.C. 6A:14.

(d) During all periods of instruction delivered in a student's home, the student's parent or other adult who has been designated by the parent shall be present.

## **B. MEDICAL EXCLUSION OF PUPILS**

**New Jersey Statutes Annotated**

**Title 18A - EDUCATION**

**Section 18A:40-7 - Exclusion of pupils who are ill**

**Universal Citation: NJ Rev Stat § 18A:40-7 (2013)**

**18A:40-7. Exclusion of pupils who are ill**

When there is evidence of departure from normal health of any pupil, the principal of the school shall upon the recommendation of the school physician or school nurse exclude such pupil from the school building, and in the absence from the building of the school physician or school nurse, the classroom teacher may exclude the pupil from the classroom and the principal may exclude the pupil from the school building.

**L.1967, c.271.**

## C. 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.”<sup>1</sup>

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.

<sup>1</sup> 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 specially 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.

**D. ESSENTIAL EMPLOYEE LIST**

<b>Last Name</b>	<b>First Name</b>	<b>Union Eligible Code</b>	<b>Category</b>	<b>Title</b>
Brottman	Louis	NON-A	Administration	Accountant
Dennes	Alexis-Marie	NON-A	Administrative Analyst	Administrative Analyst
Mandara	Justin	NON-A	Administrative Analyst	Administrative Analyst
Arminio	Catherine	NON-A	Administrative Assistant	Administrative Assistant
Bason	Karen	NON-A	Administrative Assistant	Administrative Assistant
Cheney	Bonnie	NON-A	Administrative Assistant	Administrative Assistant
Wagenblast	Kathleen	NON-A	Assistant Coordinator	Assistant Coordinator of Transportation
Dobinson	Katharine	WWPAA	Assistant Director	Assistant Director of Athletics/ Supervisor of Health, Physical Education
Garcia	Kerwin	NON-A	Assistant Director	Assistant Director of Buildings and Grounds
Harris	Jason	NON-A	Assistant Director	Assistant Director of Buildings and Grounds
James	Peter	WWPAA	Assistant Principal	Assistant Principal
Schimpf	Kyle	WWPAA	Assistant Principal	Assistant Principal
Bruce	Laura	WWPAA	Assistant Principal	Assistant Principal
Jablonski	Lindsay	WWPAA	Assistant Principal	Assistant Principal
Colella	Jack	WWPAA	Assistant Principal	Assistant Principal
Falk	Erin Marie	WWPAA	Assistant Principal	Assistant Principal
Shanklin	Heather	WWPAA	Assistant Principal	Assistant Principal
Cook	Maureen	WWPAA	Assistant Principal	Assistant Principal
Malakates	Evangelos	WWPAA	Assistant Principal	Assistant Principal
Osterbye	Renee	WWPAA	Assistant Principal	Assistant Principal
Tulp	Guyler	WWPAA	Assistant Principal	Assistant Principal
Cincotta	Jessica	WWPAA	Assistant Principal	Assistant Principal
O'Brien	Megan	WWPAA	Assistant Principal	Assistant Principal
Hamnett	Paul	WWPAA	Assistant Principal	Assistant Principal

Royster Nathan	Carla Pamela	WWPAA NON-C	Assistant Principal Assistant Superintendent	Assistant Principal Assistant Superintendent for Curriculum and Instruction
Russo Earle	Christopher James	NON-C NON-C	Assistant Superintendent Assistant Superintendent	Assistant Superintendent for Finance Assistant Superintendent for Pupil Services / Planning
Mead Gagliardo	Derek Theresa	NON-C NON-B	Business Administrator Confidential Secretary	Comptroller Confidential Secretary
Kaufman O'Cone	Elizabeth Colleen	NON-B NON-B	Confidential Secretary Confidential Secretary	Confidential Secretary Confidential Secretary
Degnan-Kobus Urbani	Laura Lisa	NON-B NON-B	Coordinator Coordinator	Benefits Coordinator Benefits Coordinator
Pierson Ferro	Mary Colette	NON-A NON-B	Coordinator Coordinator	Coordinator of Transportation EDP Coordinator
D'Alfonso Degruccio	Michelle Karen	NON-A NON-A	Coordinator Coordinator	Program Administrator for Community Education Supervisor of Accounts
Mason Daly	Ross Kenneth Thomas	WWPAA NON-A	Director Director	Director of Athletics Director of Buildings and Grounds
Bergman Martin	Kia Christine Shannon	NON-C NON-C	Director Director	Director of Communications Director of Community Education
McDonald Capaci	Marshall Christine	NON-C WWPAA	Director Director	Director of Counseling, Health and Wellness Director of Data, Assessment and Accountability
Fues Slagle	Charity Karen	NON-C WWPAA	Director Director	Director of Human Resources Director of Special Services
Cave Behler	Richard Marcey	WWPAA NON-A	Director Food Services Manager	Director of Technology Food Services Manager
Milone McPhail	Alison Tracy	NON-A WWPSA	HR Specialist Instructional Assistant	Human Resources Specialist Instructional Assistant
Czepiga Mouzon	Kyle Rufus	NON-B NON-B	IT Support IT Support	
Pedreiro	Joseph	NON-B	IT Support	

Pyle	Alex	NON-B	IT Support	
Biemuller	Thomas	NON-B	IT Support	Computer Support Specialist
Lendor	Bernard	NON-B	IT Support	Computer Support Specialist / Security Officer "Eyes on the Door"
Albeta	Thomas	NON-B	IT Support	Senior Computer Support Specialist
South	Michael	NON-B	IT Support	Senior Computer Support Specialist
Chaves	Douglas	NON-A	IT Support	Support Specialist for Networking
Nazario	Luis	NON-A	IT Support	Support Specialist for Portable Devices
Edwards	Christopher	NON-A	IT Support	Support Specialist for Repair Services
Mastrangeli	Pietro	NON-A	IT Support	Support Specialist for Systems
Duncan	Patrick	NON-C	Labor Relations Specialist	Special Assistant for Labor Relations
Jenkins	Guss	NON-A	Manager	District Videographer
Doctor	Harry	NON-A	Manager	IT Manager
Decker	Michelle	WWPEA	Nurse	School Nurse
Johnson	Katelyn	WWPEA	Nurse	School Nurse
Lavan	Brenda	WWPEA	Nurse	School Nurse
Healey	Moira Jean	WWPEA	Nurse	School Nurse
Colt	Trina	WWPEA	Nurse	School Nurse
Chang	Inja	WWPEA	Nurse	School Nurse
Isnardi	Catherine	WWPEA	Nurse	School Nurse
Crilly	Michelle	WWPEA	Nurse	School Nurse
Epifane	Samantha	WWPEA	Nurse	School Nurse
Guest	Alice	WWPEA	Nurse	School Nurse
Glynn	MaryEllen	WWPEA	Nurse	School Nurse
Jenkins	Cynthia	WWPEA	Nurse	School Nurse
Walsh	Patricia	WWPEA	Nurse	School Nurse
Giambagno	MaryAnn	WWPEA	Nurse	School Nurse
O'Connor	Maureen	WWPEA	Nurse	School Nurse
Harfenist	Kimberley	WWPEA	Nurse	School Nurse- 60%
Caudo	Patricia	NON-A	Payroll Specialist	Payroll Supervisor

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Hanyecz	Louis	NON-F	Plumber	Plumber
Carter	Shauna Angelina	WWPAA	Principal	Principal
Argese	David	WWPAA	Principal	Principal
Welborn	Michael	WWPAA	Principal	Principal
Buell	Patricia	WWPAA	Principal	Principal
Dalton	Gerard	WWPAA	Principal	Principal
Thomas	Lamont	WWPAA	Principal	Principal
Bowes	Janet Mildred	WWPAA	Principal	Principal
Gould	Barbara	WWPAA	Principal	Principal
Dauber	Jonathan	WWPAA	Principal	Principal
Lepold	Dennis	WWPAA	Principal	Principal
Cavett	Donna	NON-A	Program Analyst	Program Analyst
Sharma	Reshma	NON-A	Program Analyst	Program Analyst
Tejani	Darshana	NON-A	Program Analyst	Program Analyst
Glennon	Morgan	NON-B	Public Information Officer	Public Information Officer
Siemon	Lori	NON-A	Purchasing Agent	Purchasing Specialist
Del Toro	Damary	WWPSA	Secretary 12 Months	Secretary 12 Months
Mellon	Donna	WWPSA	Secretary 12 Months	Secretary 12 Months
Adamo	Jennifer	WWPSA	Secretary 12 Months	Secretary 12 Months
Dzbencki	Jackie	WWPSA	Secretary 12 Months	Secretary 12 Months
Gregg	Kim	WWPSA	Secretary 12 Months	Secretary 12 Months
D'Attilio	Joanne	WWPSA	Secretary To	Secretary To
Torres Elizondo	Marilyn	WWPSA	Secretary To	Secretary To
Beranek	Bridget	WWPSA	Secretary To	Secretary To
Bodine	Heather	WWPSA	Secretary To	Secretary To
Brocker	Donna Rose	WWPSA	Secretary To	Secretary To
Chow	Rita	WWPSA	Secretary To	Secretary To
Esser	Melissa	WWPSA	Secretary To	Secretary To
Johnston	Tina	WWPSA	Secretary To	Secretary To
Matthews	Donna	WWPSA	Secretary To	Secretary To

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Medina	Noraima	WWPSA	Secretary To	Secretary To
Ray	Sujata	WWPSA	Secretary To	Secretary To
Sherron	Marion	WWPSA	Secretary To	Secretary To
Ulikowski	Andrea Rose	WWPSA	Secretary To	Secretary To
Doctor	Leatrice	WWPSA	Secretary To	Secretary To
Soller	Michelle	WWPSA	Secretary To	Secretary To
Kerr	Robin	WWPSA	Secretary To	Secretary To
Moon	Alfred	NON-B	Security Aide	Security Aide
Royster	Mark	NON-B	Security Aide	Security Aide
Berrios	Roberta	NON-B	Security Aide	Security Aide
Carvalho	James	NON-B	Security Aide	Security Aide
Oertel	Lloyd	NON-B	Security Aide	Security Aide
Mejia Barahona	Roberto	NON-D	Security Officer - Eyes on the Door	
Putnam	Jonathan	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Franceschino	John	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Hofflinger	Raymond	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Ray	Perry	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Rice	Xavier	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Salvador	Helder	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Salvador	Stephanie	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Smith	Cynthia	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Vargas Pena	Livingston	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Chiravalle	Michael	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"

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Gaeta	Peter	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Rowe	Thomas	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Bair	Jodi	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Ferlito	Frank	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Houston	Robert	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Edwards	Robbie	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
O'Brien	John	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Terry	Irene	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Lockhart	Tina	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Rahim	Shameena	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Edwards	Rita	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Gass	Stephen	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Patterson	Lester	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Pitts	Ernest	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"
Rolle	Jason Lamar	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"- Substitute
Rush	Michael	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"- Substitute
Visovsky	Richard	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"- Substitute
Adam	Jean	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"- Substitute

Coleman	Terrence	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"- Substitute
Harris	David	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"- Substitute
Henry	Roland	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"- Substitute
Marcinkowski	Taylor	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"- Substitute
Pierre	Lencia	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"- Substitute
Frost	Cory	NON-D	Security Officer - Eyes on the Door	Security Officer "Eyes on the Door"- Substitute
Aderhold	David	SUPT	Superintendent	Superintendent
Totaro	Susan	WWPAA	Supervisor	Supervisor of Curriculum and Instruction
Wise	Mark	WWPAA	Supervisor	Supervisor of Curriculum and Instruction
Santoro	Jeffrey	WWPAA	Supervisor	Supervisor of Fine and Performing Arts
Wray	James	WWPAA	Supervisor	Supervisor of Instructional Technology
Reilly	Cathy	WWPAA	Supervisor	Supervisor of Language Arts (Gr 6-12)
Fisher	Penny	WWPAA	Supervisor	Supervisor of Language Arts (Gr K-5)
Bean	Andrea	WWPAA	Supervisor	Supervisor of Mathematics (Gr 6-12)
Pearson	Melissa	WWPAA	Supervisor	Supervisor of Mathematics (Gr K-5)
Stec	Richard	WWPAA	Supervisor	Supervisor of Science
Cooper	Carl	WWPAA	Supervisor	Supervisor of Social Studies
Abrams	Karen	WWPAA	Supervisor	Supervisor of Special Services (Gr 4-8)
Levine	Melissa Amy	WWPAA	Supervisor	Supervisor of Special Services (Gr 9-12)
Tognela	Samantha	WWPAA	Supervisor	Supervisor of Special Services (Gr K-3)
Johnson	Allan	WWPAA	Supervisor	Supervisor of Technology, Training and Media
Sizemore	Sherry	WWPAA	Supervisor	Supervisor of World Languages
Weston	Lynda	NON-B	Technology Project Assistant	Technical Project Assistant
Adams	Loretta	WWPSA	Transportation	Bus Driver
Cassidy	Trinity Jean	WWPSA	Transportation	Bus Driver
Cheesman	Susanne	WWPSA	Transportation	Bus Driver

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Correa	Cheryl	WWPSA	Transportation	Bus Driver
Dimanche	Jean	WWPSA	Transportation	Bus Driver
Hill	Michael	WWPSA	Transportation	Bus Driver
Jones	Jeanette	WWPSA	Transportation	Bus Driver
Livingston	Osborn	WWPSA	Transportation	Bus Driver
Louis	Jean Lunick	WWPSA	Transportation	Bus Driver
Marcelin	Frito	WWPSA	Transportation	Bus Driver
Nixon	Rashad	WWPSA	Transportation	Bus Driver
Rice	Deborah	WWPSA	Transportation	Bus Driver
Sanic	Norma	WWPSA	Transportation	Bus Driver
Trower-Brooks	Lucy	WWPSA	Transportation	Bus Driver
Zimmermann	Laura	WWPSA	Transportation	Bus Driver
Nixon	Brian Dante	WWPSA	Transportation	Bus Driver/Security Officer "Eyes on the Door"

Name	Email	Phone	Position	Time
Patti Walsh	Patti.walsh@ww-p.org	6092309003	Pack and Sort	7 AM- 10 AM
Ray Garcia	Ray.garcia@ww-p.org	609 439-2532	Pack and Sort	7 AM- 10 AM
Rowena Moore	rowena.moore@ww-p.org	8568731674	Pack and Sort	7 AM- 10 AM
Michelle Soller	michelle.soller@ww-p.org	6096380676	Pack and Sort	7 AM- 10 AM
Michelle Crilly	michelle.crilly@ww-p.org	6099238946	Pack and Sort	7 AM- 10 AM
Kyle Schimpf	kyle.schimpf@ww-p.org	732-615-7964	Pack and Sort	7 AM- 10 AM
Sodexo	CATHY		Pack and Sort	7 AM- 10 AM
Sodexo	KAREN		Pack and Sort	7 AM- 10 AM
Bryan Fisher	bryan.fisher@wwprsd.org	6093069380	Distribution	10:30 AM-3:30 PM
Andrea Bean	andrea.bean@ww-p.org		Distribution	10:30 AM-3:30 PM
Beth Keenan	Beth.keenan@ww-p.org	609-954-5147	Distribution	10:30 AM-3:30 PM
Frank Moore	frank.moore@ww-p.org	6096103736	Distribution	10:30 AM-3:30 PM
Beth Fitzpatrick	<a href="mailto:Beth.fitzpatrick@ww-p.org">Beth.fitzpatrick@ww-p.org</a>	6095581804	Distribution	10:30 AM-3:30 PM
Evan Pettus	<a href="mailto:evan.pettus@ww-p.org">evan.pettus@ww-p.org</a>		Distribution	10:30 AM-3:30 PM
Marisa Efstathios	marisa.efstathios@wwprsd.org	609-712-2544	Distribution	10:30 AM-3:30 PM
Kim Kloutis	kimberly.kloutis@wwprsd.org	6099153221	Distribution	10:30 AM-3:30 PM
Deb Baer	<a href="mailto:Debra.baer@ww-p.org">Debra.baer@ww-p.org</a>	6097317951	Call Center	9:00 AM-12:00 PM
Melissa McGrady	melissa.mcgrady@wwprsd.org	6092034853	Call Center	9:00 AM-12:00 PM
Christine Capaci	christine.capaci@ww-p.org	732-841-3598	Call Center	9:00 AM-12:00 PM
Jen Delgado	jennifer.delgado@wwprsd.org	609-240-5117	Call Center	9:00 AM-12:00 PM
Cherie Smith	cheryl.smith@wwprsd.org	609-947-3418	Bus Delivery	11:00 AM-3:00 PM
Marie Bresnahan	marie.bresnahan@ww-p.org	2679813845	Bus Delivery	11:00 AM-3:00 PM
Michelle Walsh	michelle.walsh@ww-p.org	6096583968	Bus Delivery	11:00 AM-3:00 PM
Inja Chang	inja.chang@ww-p.org	510-593-4159	Bus Delivery	11:00 AM-3:00 PM

Mary Fregosi  
Trish Buell

mary.fregosi@ww-p.org  
patricia.buell@wwprsd.org

6094682023 Bus Delivery  
6093048802 Bus Delivery

11:00 AM-3:00 PM  
11:00 AM-3:00 PM

	Last Name, First Name	School	Shift	Date of Hire	Floater (Yes or No)	Black Seal (Yes or No)	Pool Operator (Yes or No)
1	Brantly, Taylor	Administrative Assistant	8:00am-4:30pm	12/17/18	No	No	No
2	Scanella, Elexis	Administrative Assistant	7:00am-3:30pm	09/25/19	No	No	No
<b>Sub Total:</b>		<b>Administrative Assistants</b>			<b>0</b>	<b>0</b>	<b>0</b>
1	<b>OPEN POSITION</b>	General Manager	7:30am-4:30pm				
2	<b>OPEN POSITION</b>	Maintenance Manager	7:30am-4:00pm				
3	Sameh Ibrahim-Khalil	Custodial Supervisor	2:30pm-11:00pm	02/03/20	No	Yes	No
4	Rodriguez, Edison	Custodial Supervisor	2:30pm-11:00pm	02/13/13	No	Yes	Yes
5	Scimemi, Joseph	Custodial Supervisor	2:30pm-11:00pm	05/20/19	No	No	No
<b>Sub Total :</b>		<b>Management</b>			<b>0</b>	<b>2</b>	<b>1</b>
1	Crowley, Robert	Courier	6:30am-3:00pm	09/17/12	No	No	No
<b>Sub Total:</b>		<b>Courier</b>			<b>0</b>	<b>0</b>	<b>0</b>
1	Rodriguez, Melvin	High School North	6:30am-3:00pm	02/27/14	No	Yes	No
2	Rodriguez , Cristofer	High School South	6:30am-3:00pm	02/09/11	No	Yes	Yes
3	Ronquillo, Lisman	Community MS	6:30am-3:00pm	04/24/17	No	Yes	Yes
4	<b>OPEN POSITION</b>	Dutch Neck	6:00am-2:30pm				
5	Estrella, Mery	Grover MS	6:30am-3:00pm	10/11/12	No	Yes	No
6	Bowers, Elijah	Maurice Hawk	6:30am-3:00pm	10/29/18	No	No	No
7	Rodriguez, Jordany	Millstone River	6:00am-2:30pm	04/06/12	No	Yes	No
8	Elizondo, Ronald	Town Center	6:30am-3:00pm	12/16/16	No	Yes	No
9	Adam, Jean	Village	6:30am-3:00pm	06/05/17	No	Yes	No
10	Rodriguez,Rudys	Wicoff	6:00am-2:30pm	09/28/15	No	Yes	No
<b>Sub Total:</b>		<b>Head Custodial</b>			<b>0</b>	<b>8</b>	<b>2</b>
1	Ayala, Militza	High School North	3:00pm-11:30pm	11/27/17	No	No	No
2	Fevry, Evens	High School North	3:00pm-11:30pm	06/21/17	No	No	No
3	Herrera-Rodriguez, Reynaldo	High School North	8:00am-4:30pm	07/25/18	No	No	No
4	Jaquez, Ezequiel	High School North (Night Lead)	2:30pm-11:00pm	11/02/11	No	Yes	Yes

5	Lin,Qiu Qin	High School North	3:00pm-11:30pm	05/02/11	No	No	No
6	Madera, Patria	High School North	3:00pm-11:30pm	04/22/19	No	No	No
7	Martinez, Maranllely	High School North	3:00pm-11:30pm	09/02/14	No	No	No
8	Ortiz, Francheska	High School North	10:30am-7:00pm	07/06/18	No	No	No
9	Rodriguez-Torres, Juan Francisco	High School North	3:00pm-11:30pm	07/30/18	No	No	No
10	Sanchez, Reina	High School North	8:00am-4:30pm	05/22/18	No	No	No
11	St. Fleur, Claudel	High School North	4:00pm-12:30am	10/24/13	No	No	No
12	Wang, Gary	High School North	3:00pm-11:30pm	07/01/10	No	No	Yes
13	Altine, Marie	High School South	3:00pm-11:30pm	07/01/10	No	Yes	No
14	Caicedo, Rodrigo	High School South	3:00pm-11:30pm	01/23/20	No	No	No
15	Covington, Joseph	High School South	3:00pm-11:30pm	07/09/18	No	No	No
16	Cruz, Maria	High School South	3:00pm-11:30pm	04/15/11	No	No	No
17	Gilliard, Reginald	High School South (Night Lead)	3:00pm-11:30pm	08/30/11	No	Yes	No
18	Joseph, Winst	High School South	4:00pm-12:30am	10/15/18	No	No	No
19	Joseph, Wistenyouse	High School South	3:00pm-11:30pm	01/28/19	No	No	No
20	Merino, Gladis	High School South	10:30am-7:00pm	05/20/19	No	No	No
21	Penate, Astrid	High School South	3:00pm-11:30pm	08/13/19	No	No	No
22	Possible, Mito	High School South	4:00pm-12:30am	11/07/18	No	No	No
23	Santiago, Jose	High School South	4:30pm-1:00am	05/16/11	No	No	No
24	Walker, Robert	High School South	8:00am-4:30pm	08/11/16	No	No	No
25	Alvarez, Arelis	Community MS	10:30am-7:00pm	08/31/18	No	No	No
26	Figueroa, Bernardine	Community MS	3:00pm-11:30pm	08/03/17	No	No	No
27	Jimenez , Jorga	Community MS (Night Lead)	3:00pm-11:30pm	04/06/12	No	No	No
28	Morfe, Lucila	Community MS	3:00pm-11:30pm	11/22/16	No	No	No
29	Torres, Jose	Community MS	3:00pm-11:30pm	04/06/15	No	No	No
30	Encarnacion, Maria	Grover MS	3:00pm-11:30pm	08/12/16	No	No	No
31	Garcia, Gladys	Grover MS	3:00pm-11:30pm	09/19/19	No	No	No
32	Jaquez, Fernando	Grover MS	3:00pm-11:30pm	04/09/11	No	No	No
33	Jolteus, Roosevelt	Grover MS	3:00pm-11:30pm	07/02/10	No	No	No
34	Jeune, Lavyson	Grover MS	3:00pm-11:30pm	05/28/19	No	No	No

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35	Rigo, Matthew	Grover MS (Night Lead)	3:00pm-11:30pm	04/03/18	No	No	No
36	Torres, Maria	Grover MS	3:00pm-11:30pm	08/27/18	No	No	No
37	Emile, JnYves	Dutch Neck	3:00pm-11:30pm	08/02/10	No	Yes	No
38	Encarnacion, Basilia	Dutch Neck	3:00pm-11:30pm	08/28/17	No	No	No
39	Gonzalez, German	Dutch Neck	6:30am-3:00pm	08/02/10	No	Yes	No
40	Lizaire, Myrlande	Dutch Neck	10:30am-7:00pm	04/17/19	No	No	No
41	Vargas, Evelyn	Dutch Neck	3:00pm-11:30pm	05/20/19	No	No	No
42	Candelaria, Ashley	Maurice Hawk	3:00pm-11:30pm	12/11/17	No	No	Yes
43	Charles, Edgard	Maurice Hawk	3:00pm-11:30pm	07/07/10	No	No	No
44	Encarnacion, Eugenia	Maurice Hawk	10:30am-7:00pm	04/15/11	No	No	No
45	Vargas-Pena, Livingston	Maurice Hawk	6:30pm-11:00pm	09/19/18	No	No	No
46	Vera, Briseida	Maurice Hawk	3:00pm-11:30pm	07/30/19	Yes	No	No
47	Barrera,Lucila	Millstone River	10:30am-7:00pm	10/05/12	No	No	No
48	Marti-Fernandez, Angelica	Millstone River	3:00pm-11:30pm	07/30/18	No	No	No
49	Peralta, Florentina	Millstone River	3:00pm-11:30pm	11/07/18	No	No	No
50	Perez, Maria	Millstone River	3:00pm-11:30pm	02/04/19	No	No	No
51	Solorzano,Francis	Millstone River	3:00pm-11:30pm	04/18/18	No	No	No
52	Urena, Maria	Millstone River	3:00pm-11:30pm	09/07/10	No	No	No
53	Applegate, Esther	Town Center	10:30am-7:00pm	07/01/10	No	Yes	No
54	Baptichon, Edouard	Town Center	4:00pm-12:30am	07/22/13	No	Yes	No
55	Joseph, Aline	Town Center	3:00pm-11:30pm	12/10/13	No	No	No
56	Nazario, Luis	Town Center	4:00pm-10:00pm	01/17/12	No	No	No
57	Alonzo-Morfe, Rosa	Village	3:00pm-11:30pm	07/03/18	No	No	No
58	Duran,Manuela	Village	5:00pm-1:30am	07/01/10	No	Yes	No
59	Encarnacion, Milagros	Village	3:00pm-11:30pm	04/23/18	No	No	No
60	Negron, Sara	Village	3:00pm-11:30pm	08/31/15	No	No	No
61	Portillo-Duarte, Rosa	Village	10:30am-7:00pm	08/13/18	No	No	No
62	Simon, Pierre	Village	5:00pm-1:30am	11/01/10	No	Yes	No
63	Anderson,Dana	Wicoff	10:30am-7:00pm	01/13/20	No	No	No
64	Martinez, Anthony	Wicoff	3:00pm-11:30pm	09/17/18	No	No	No
65	Pena,Yandra	Wicoff	3:00pm-11:30pm	09/18/12	No	Yes	No

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66	Etienne, Jean	Floater	3:00pm-11:30pm	02/25/16	Yes	Yes	No
67	Laitil, Meteral	Floater	6:30am-3:00pm	07/14/10	Yes	Yes	No
68	Maldonado, Julissa	Floater	6:30am-3:00pm	12/12/17	Yes	No	No
69	Mosquera, Eliazar	Floater	3:00pm-7:00pm	05/06/19	Yes	No	No
70	Corrielan, Jean	On Call	Sat/Sun as needed	09/04/12	No	Yes	No
71	Ding, Jade	On Call	Sat/Sun as needed	07/01/10	No	No	No
72	Duran, Luis	On Call	As Needed	11/22/10	No	Yes	Yes
73	Kumthekar, Namdeo	On Call	Sat/Sun as needed	07/01/10	No	Yes	No
<b>Sub Total: Custodial</b>					<b>4</b>	<b>12</b>	<b>3</b>
1	Bencivengo, Ralph	District - General Maintenance	6:30am-3:00pm	08/05/19	No	Yes	Yes
2	<b>OPEN POSITION</b>	District - General Maintenance	6:30pm-3:00pm				
3	Carter, Cullen	District - General Maintenance	2:30pm-11:00pm	03/16/17	No	No	No
4	Sanchez, Wilmer	District - General Maintenance	6:30am-3:00pm	07/29/19	No	No	No
5	Taylor, Tyrone	General Maintenance - HS North	6:00am-2:30pm	05/13/19	No	No	No
6	Million, Roger	Electrician (Licensed)	6:30am-3:00pm	02/21/19	No	No	No
7	Sansone, Anthony	Electrician (Licensed)	6:30am-3:00pm	07/31/17	No	Yes	No
8	Tanedo, Matthew	HVAC (Licensed)	5:00am-1:30pm	07/27/15	No	Yes	No
9	Buffa, Anthony	District - HVAC	5:00am-1:30pm	09/10/18	No	No	No
10	Ramirez, Danis	District - HVAC	12:00pm-8:30pm	08/15/19	No	No	No
11	Villafuerte, Jose	District - Vehicle Mechanic	5:00am-1:30pm	02/06/19	No	No	No
12	Zarate, Yordanis	General Maintenance- HS South	6:30am-3:00pm	08/12/19	No	No	No
<b>Sub Total: Maintenance</b>					<b>0</b>	<b>3</b>	<b>1</b>
1	Massato, Anthony	Head Grounds	6:30am-3:00pm	06/12/19	No	No	No
<b>Sub Total: Head Grounds</b>					<b>0</b>	<b>0</b>	<b>0</b>
1	Bencivengo, Anthony	Grounds	6:30am-3:00pm	08/05/19	No	Yes	No
2	Martinez, Hector	Grounds	6:30am-3:00pm	02/13/20	No	No	No
3	Mitchell, Daniel	Grounds	6:30am-3:00pm	08/11/16	No	No	No
4	Morel-Martinez, Rafael	Grounds	6:30am-3:00pm	07/11/18	No	No	No

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5	Zimmerman, Hunter	Grounds	6:30am-3:00pm	10/16/18	No	No	No
<b>Sub Total: Grounds</b>					<b>0</b>	<b>1</b>	<b>0</b>
1	Tenaglia,Noreen	South & North	8:00am-12:00pm	2/26/2018	No	No	Yes



## Construction

George Duthie	District Architect	FVHD
David Macken	Construction Manager	New Roads Construction
Jim McCleary	Construction Manager	New Roads Construction
Steve Schereyer	District Architect	FVHD
Jeremy Dawson	Construction Manager	New Roads Construction