Emergency Virtual/Remote Instruction Program

Gateway Group Schools

Gateway Regional High School District Board of Education
National Park School District Board of Education
Westville School District Board of Education
Woodbury Heights District Board of Education

Revised July 2025

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GATEWAY GROUP SCHOOLS EMERGENCY VIRTUAL/REMOTE PLAN

Introduction

In April 2020, Governor Murphy signed A-3904 into law ([P.L.2020, c.27](#), or "Chapter 27"), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to submit a proposed program for emergency virtual or remote instruction (Plan) by July 31 annually to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules that include updates to the components of the LEA's Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2. By July 31 annually, each Chief School Administrator must submit the LEA's Plan for the next school year, approved by the district board of education or charter or renaissance school project board of trustees, and the completed checklist to the respective County Office of Education. The LEA must also post the Plan prominently on the LEA's website. If you have any questions, please contact your County Office of Education.

The Gateway, National Park, Westville, and Woodbury Heights Virtual/Remote Instruction Plan has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district's local needs.

This document includes information about virtual/remote instruction. For more information about our districts, please visit the district's websites.

https://gatewayhs.com/
https://www.npelem.com/
https://www.westvillesd.com/
https://www.woodburyhtselem.com/

Equitable Access and Opportunity to Instruction

1. **Is the LEA ensuring equitable access and opportunity to instruction for all students?**
   a. In planning curriculum, instruction, and assessment, districts will focus on building staff capacity to deliver highly effective instruction as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS). Our districts will build our plans around the following critical tenants:
      i. All students deserve equitable access to a high-quality education. The type of learning experiences that are appropriate vary based on grade band and content area.
      ii. Remote/virtual learning provides opportunities for innovation: new approaches to customized learning and new types of partnerships with family members, caregivers, and community stakeholders.
      iii. Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administration, educators, students, and families.
      iv. Anxiety is reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.
      v. Thoughtful planning is necessary to provide necessary support for instructional shifts. We will approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.
      vi. We encourage early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.
      vii. We will develop instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members. Our instructional plans may need to adapt to changing learning environments.
      viii. We will develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.
      ix. We will use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
      x. We will identify effective methods to differentiate student learning (e.g., small group instruction, different tools/products).
      xi. We will provide effective feedback that helps students anticipate and be successful on next steps.
      xii. We will develop students' meta-cognition by incorporating time for self-reflection, pre-assessments at the start of units, and formative assessments throughout units.
      xiii. We will build collaboration skills (peer-peer learning).
      xiv. We will build in time to help students develop skills such as self-regulation, time management, goal setting, and effective teamwork.

xv. We will provide clear and flexible expectations, including, the type and length of activities; format of interactions (small group instruction, regular check ins), how students will demonstrate learning (process over product), and identify criteria to demonstrate mastery of standard(s) or grades on projects.

xvi. We will use multiple approaches to delivering instruction (e.g., synchronous, asynchronous [teacher-created videos, screencasting, independent, analog].

xvii. We will design learning experiences that build student understanding by linking together concepts within and across grades. For example, the literacy block can be an opportunity to use non-fiction texts from science, social studies, health, visual and performing arts.

xviii. We will provide direct instruction, student practice, enrichment activities that leverage student interest and address real-world issues.

xix. We will build the capacity of and provide support to family members to enable them to become "learning partners."

xx. We will provide educators with regular time to collaborate with colleagues for the coordination of assignments; cross-curricular planning; developing common lessons and modules, and developing and building skills essential in this ever-changing, evolving world.

b. Scheduling

i. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

    1. In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

    2. Virtual instruction for the entire district will only be provided during a district closure lasting more than three consecutive school days due to a declared state of emergency, during a declared public health emergency, or during a directive by the appropriate health agency or officer to institute a public health-related closure.

        a. Gateway Regional High School Bell Schedule for District-Wide Emergency Virtual Instruction

            i. In the event of district-wide emergency virtual instruction, we will run the 12:00 dismissal bell schedule. We will maintain the A/B block rotation.

            ii. Teachers will run classes via Google Meet. Google Meet links will be posted in Google Classrooms.

            iii. In the event that a teacher is absent, independent work will be posted in Google Classroom for students to complete. Completion and submission of the assignment will count as attendance.

        b. National Park School District Bell Schedule for District-Wide Emergency Virtual Instruction

            i. In the event of district-wide emergency virtual instruction, we will run the 1:10 dismissal bell schedule.

      ii. K-3rd grade teachers will run a classroom meeting via Google Meet to provide assignment directions, SEL support, and to maintain continuity of care. Teachers will provide asynchronous, paper-based assignments that will be sent home and/or printed at home. Teachers will remain available throughout the 1:10 dismissal bell schedule to meet with small groups, individual students, and/or parents.

      iii. 4th-6th grade teachers will run synchronous classes via Google Meet. Google Meet links and schedules will be posted in Google Classrooms.

      iv. In the event that a teacher is absent, independent work will be posted in Google Classroom for students to complete. Completion and submission of the assignment will count for attendance.

c. Westville School District Bell Schedule for District-Wide Emergency Virtual Instruction

      i. In the event of district-wide emergency virtual instruction, we will run the 1:10 dismissal bell schedule.

      ii. K-3rd grade teachers will run a classroom meeting via Google Meet to provide assignment directions, SEL support, and to maintain continuity of care. Teachers will provide asynchronous, paper-based assignments that will be sent home and/or printed at home. Teachers will remain available throughout the 1:10 dismissal bell schedule to meet with small groups, individual students, and/or parents.

      iii. 4th-6th grade teachers will run synchronous classes via Google Meet. Google Meet links and schedules will be posted in Google Classrooms.

      iv. In the event that a teacher is absent, independent work will be posted in Google Classroom for students to complete. Completion and submission of the assignment will count for attendance

d. Woodbury Heights School District Bell Schedule for District-Wide Emergency Virtual Instruction

      i. In the event of district-wide emergency virtual instruction, we will run the 12:45 dismissal bell schedule.

      ii. K-3rd grade teachers will run a classroom meeting via Google Meet to provide assignment directions, SEL support, and to maintain continuity of care. Teachers will provide asynchronous, paper-based assignments that will be sent home and/or printed at home. Teachers will remain available throughout the 1:10 dismissal bell schedule to meet with small groups, individual students, and/or parents.

          iii. 4th-6th grade teachers will run synchronous classes via Google Meet. Google Meet links and schedules will be posted in Google Classrooms.

          iv. In the event that a teacher is absent, independent work will be posted in Google Classroom for students to complete. Completion and submission of the assignment will count for attendance

c. **In-Person and Virtual Learning Environments: Roles and Responsibilities- District Plans**

    i. A student participating in the board's emergency virtual/remote learning will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs. This includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. In order to continue delivering the same quality and scope of educational services, the districts have defined the following roles and responsibilities

       1. **Instructional staff will:**

          a. Become familiar with district online protocols and platforms

          b. Plan standards-based lessons to meet the needs of students at various levels

          c. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities

          d. Provide regular feedback to students and families on expectations and progress

          e. Set clear expectations for students

          f. Assess student progress early and often and adjust instruction and/or methodology accordingly

          g. Instruct and maintain good practice in digital citizenship for all students and staff

          h. Embed SEL into the learning environment

       2. **Administrators will:**

          a. Provide time for staff collaboration and planning

          b. Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction

          c. Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered

          d. Hone collaboration, cooperation, and relationship building skills

          e. Define and provide examples of high-quality instruction given context and resources available

          f. Assess teacher, student, and parent needs regularly

          g. Ensure students and parents receive necessary supports to ensure access to instruction

h. Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9)

i. Collaborate on curriculum planning and assessing student academic and social emotional well-being

j. Create feedback loops with parents and families about students' academic and social emotional health and well-being

k. Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district

l. Create and communicate realistic student schedules to increase student engagement and accountability

m. Collaborate in determining expectations for differentiated instruction and rigor

n. Support families in connecting with teachers and other services they need to be successful

o. Ensure the PreK Master Teacher is involved in the planning in order that development activities and supports are in place for PreK and supports transition to Kindergarten

p. **Recruit substitute teachers and staff.**
    i. **If interested in substitute staffing employment opportunities, please reach out to Mrs. Lisa Hlubb, lhlubb@gatewayhs.com.**

3. **Educational services staff members will:**
    a. Assist teachers with providing updates to students and families
    b. Support embedding of SEL into lessons
    c. Be a liaison between the family and the school to support the student
    d. Assist staff in making modifications and accommodations for students with disabilities

4. **Support staff/paraprofessionals will:**
    a. Lead small group instruction
    b. Provide real-time support during virtual sessions
    c. Support families and students in accessing and participating in remote learning.
    d. Paraprofessionals can be added to online classes as co-teacher
    e. Lead small group instruction in a virtual environment
    f. Facilitate the virtual component of synchronous online interactions
    g. Assist in making the modifications and accommodations for students with disabilities
    h. Social Workers will need to provide support to parents via virtual platforms (PreK)

5. **Technology staff will:**
    a. Provide ongoing support with technology to students, teachers, and families
    b. Survey teachers and families to determine technology needs/access.

       c. Provide students and families with assistance with access

       d. Provide district one-to-one instructional devices and connectivity

       e. Prior to the start of the school year, provide district email addresses and access to online platforms

6. **Student Teachers will:**

       a. Be trained student teachers and interns to use technology platforms

       b. Be expected to obtain a substitute credential to gain the ability to support students without supervision as needed

       c. Lead small group instruction

       d. Co-teach with the cooperating teacher and maintain social distancing

       e. Implement modifications or accommodations for students with special needs

       f. Facilitate one-to-one student support

       g. Lead instruction virtually for quarantined students while the classroom teacher teaches in-person

       h. Provide technical assistance and guidance to students and parents

       i. Develop online material or assignments

       j. Pre-record direct-instruction videos

d. Professional Learning

    i. Gateway Regional, National Park, Westville, and Woodbury Heights will support educators through responsive professional development opportunities.

    ii. Professional learning will focus on each educators' professional capacity to deliver developmentally appropriate, standards-based instruction.

    iii. Professional development plans (PDPs) for teaching staff and administrators will remain flexible and adaptable to the changing needs of the district, school and individual educator.

    iv. Induction will be provided for all novice provisional teachers and teachers new to the district.

    v. One-to-one mentoring will be provided to novice provisional teachers by qualified mentors.

    vi. **Evaluation:** Districts will develop observation schedules with flexibility in mind.

    vii. Districts will involve the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools.

2. **Does the program ensure that all students' varied and age-appropriate needs are addressed?**

    a. Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. Per NJDOE guidance, the districts will evaluate instructional activities based on what is developmentally appropriate for each grade band. School officials will consider implementation strategies provided in NJDOE Guidance in developing the Board's Plan.

    b. We recognize that the unique needs of early elementary, elementary, middle, and high school students will affect how and when educators and students engage in learning experiences.

c. We understand that trauma and other challenges related to students' social and emotional needs can impact learning.
d. We will design for student engagement and foster student ownership of learning.
e. We will work to leverage students' strengths.
f. We will foster student voice and choice to promote engagement and independent learning.
g. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
    i. For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

3. **Is the program designed to maximize student growth and learning to the greatest extent possible? (Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.)**
   a. Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. Per NJDOE guidance, the districts will evaluate instructional activities based on what is developmentally appropriate for each grade band. School officials will consider implementation strategies provided in NJDOE Guidance in developing the Board's Plan. Refer to the bell schedule sections.

4. **Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?**
   a. Gateway Regional, National Park, Westville, and Woodbury Heights will prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
   b. We will diagnose students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.
   c. We will adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
   d. We will monitor students' progress on grade-appropriate assignments and adjust support for teachers and leaders based on student results.
   e. Gateway Regional, National Park, Westville, and Woodbury Heights define assessments as follows:
       i. **Pre-assessment**: Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction of new units.
       ii. **Formative**: A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.
       iii. **Interim**: A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a

grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.

    iv. **Summative**: A comparison of the performance of a student or group of students against a set of uniform standards to measure a student's achievement at the end of instruction.

f. Summative assessments are not appropriate for evaluating the needs of students and planning instruction; therefore, educators will focus on pre-assessments and formative assessments during remote learning.

g. The purpose of pre-assessments administered to students at the start of instructional units in the fall will be limited to informing instructional plans with respect to gaps in mastery of standards while continuing to move students forward at current grade-level. Pre-assessments will be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities. Pre-assessments will be considered "no-stakes" and simply be used to determine what learning gaps exist, and the extent of such gaps.

5. **Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?**

    a. The school districts will ensure that every student (K-12th grade) has access to a device and internet connectivity.

        i. Districts have/will:

- Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation
- Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment
- For students with special needs, accommodations according to their instructional program will be addressed as appropriate for each student
- If there is a device, the school district will address technology challenges by utilizing excess devices, completing repairs in-house, etc.
- If there is a connectivity shortage, districts will help families connect with local service providers or provide mobile hotspots, as needed.

Additional Programs and Concerns

1. **Accelerated learning opportunities, Title I Extended Learning Programs, Credit recovery, Other extended student learning opportunities, Extra-curricular programs, Community programming**

    a. To the greatest extent possible, the district will continue any existing programs for credit recovery, extended learning, extra-curriculars, and the community by leveraging technology.

        i. For example, converting in-person performances to virtual

        ii. Holding virtual meetings

        iii. Using asynchronous learning platforms

    b. School guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected and provide support, resources, and

assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

2. **Social and emotional health of staff**
   a. The school district will consider access and equity for all staff to ensure continuity of student learning.
   b. When making staffing scheduling and assignments, the school district will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws.
   c. The districts will make various employee wellness programs available through school insurance programs, employee assistance, and community resources.
   d. The districts will provide time for collaboration among colleagues to allow for peer-to-peer support.

3. **Social and emotional health of students**
   a. The districts will continue all social and emotional health supports for students through the Guidance departments, school social workers, and Child Study Team.
   b. Appropriate staff will provide virtual counseling sessions, make referrals to community resources, and support families.
   c. Instructional staff will notify the administration and guidance staff of any concerns for student social and emotional health.
   d. Instructional staff will provide time during lessons for collaboration, reflection, and play.

4. **21st Century Community Learning Center Programs**
   a. None of the districts operate 21st Century Community Learning Center programs

5. **Transportation**
   a. Normal transportation procedures will proceed as appropriate. Families with transportation concerns are encouraged to reach out the their campus administrator.

6. **Childcare**
   a. None of the districts operate district-run childcare centers. Outside contracted childcare programs will be responsible for communicating plans with parents.

Addressing Special Education Needs

1. **Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?**
   a. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
      i. For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
   b. Consistent with guidance from the United States Department of Education, school districts will continue to meet their obligations under the Federal Individuals with Disabilities Education Act

(IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

c. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently include ESY services have been implemented to the greatest extent possible.

d. In accordance with NJDOE recommendations, the Gateway Group of Schools will implement procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

2. **Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?**
    a. The CST and IEP teams will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
    b. The CST and IEP teams will consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

3. **Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?**
    a. The CST and IEP teams will conduct periodic check-ins with families to ensure that services are being provided. Families are encouraged to reach out to their students' case manager to notify the team of any missed services.

4. **Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?**
    a. The CST and IEP teams will continue normal operating procedures related to the evaluation or continuation of services, including all meetings. Meetings and evaluations may occur on the phone, on virtual meetings, or in-person as conditions allow and to meet the needs of families.

Addressing English language learners (ELL) Plan Needs
1. **Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?**
    a. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
        i. For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
    b. The districts will continue established plans to serve MLL students as outlined in the 3 Year LIEP plans.

2. **Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?**
   a. The districts will communicate with families of MLLs by continuing to provide translated materials and literacy level appropriate information and interpretative services upon request. Students and parents will be trained in the use of technology tools to assist with translation and differentiation.

3. **Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?**
   a. Teachers will continue to differentiate materials for students as they would under normal operating conditions.

4. **Does the program include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)?**
   a. Gateway Regional, National Park, Westville, and Woodbury Heights will support educators through responsive professional development opportunities. Professional learning will build educators' professional capacity to deliver culturally-responsive teaching and learning, trauma-informed practices, and the needs of various learners.

Attendance Plan

1. **Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?**
   a. Regular attendance policies will be maintained.
      i. Attendance will be taken in the morning classroom meeting, small group, and individual instruction for grades PreK-3.
      ii. Attendance will be taken in each synchronous class for grades 4-12.
2. **Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?**
   a. Regular attendance communications will be maintained.
   b. Teachers will communicate with parents directly about missing assignments or a lack of participation. Parents are encouraged to routinely check on their student's progress in the online grading portals.

Safe Delivery of Meals Plan

1. **Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?**
   a. Meal distribution will be handled by Sodexo, our contracted food service vendor.

i. Families are encouraged to complete the meal application online for free and reduced lunch programs.
- [Online Meal Application – English](#)
- [Online Meal Application – Spanish](#)

Facilities Plan

1. **Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?**
   a. **Gateway Regional, National Park, Westville, and Woodbury Heights** are committed to meeting the requirements of the local Department of Health as well as the CDC with regards to the operations of our schools during remote/virtual learning. In the event of a longer term shutdown, Facilities will maintain cleaning and sanitation, as well as complete deep cleaning or other improvement projects.
   b. The Certified Educational Facilities Managers will inspect all areas maintained by the custodial staff both prior to school reopening and on an ongoing basis to ensure all procedures are being followed. All custodial employees will be retrained in proper cleaning, sanitizing and disinfecting procedures required to promote a healthy building environment. We will strive to maintain all necessary equipment and supplies necessary.

Essential Employees

1. **The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.**
   a. The Board's Plan will identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
   b. As schedules are adjusted, educators will maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
   c. We will comply with all staffing guidelines as presented by the state. All positions will follow BOE approved job descriptions.
   d. We will ensure essential employees are identified and a list is provided to the county office at the time of the transition to remote or virtual instruction.