



# LCMR SCHOOL DISTRICT

.....  
*Excellence in Education*

## SCHOOL HEALTH-RELATED CLOSURE PLAN

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## Lower Cape May Regional School District Long-term Closure Educational Plan (Revise 7/22)

As a result of the New Jersey Governor's Executive Order No.104 which was later superseded by Executive Order No.107 to close all New Jersey's schools for the remainder of the 2019-20 school year, the Lower Cape May Regional School District has developed a plan to continue educational and nutrition services to all students grades 7-12 in order to credit school days toward the 180 requirement. Per the NJDOE [memo](#) regarding COVID-19 dated March 5, 2020, "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 following outlines the district's plan to meet said provisions:



## **District Demographic Profile**

The Lower Cape May Regional School District is a grade 7-12 school district with two schools, the Richard M. Teitelman Middle School with a current enrollment of 479 students and the Lower Cape May Regional High School with an enrollment of 778 students. The following table describes the district's percentage by student groups for the 2018-19 school year as indicated on the recently issued New Jersey School Performance Report:

Female: 48.4%

Male: 51.6%

Economically Disadvantaged Students: 45.5%

Students w/Disabilities: 25.3%

English Learners: 0.9%

Homeless Students: 0.7%

Students in Foster Care: 0.6%

Military Connected Students: 1.8%

Migrant Students: 0.0%

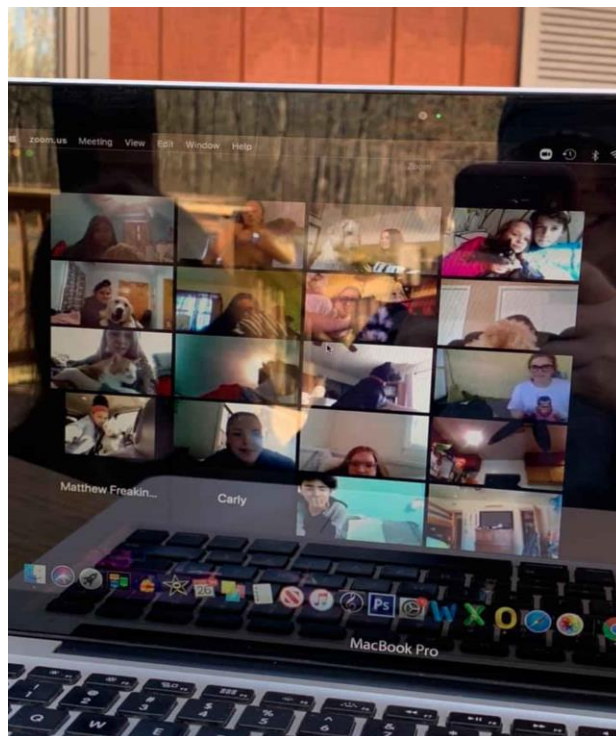
## **Equitable Access to Instruction for All Students**

- District teachers will develop online plans for instruction based on current instructional points in curricula in grades 7-12. These will be posted on the district website by each teacher for their assigned classes and connected to Google classroom and other available platforms where developmentally appropriate.
- The district made automated calls prior to a closed school day to remind parents that school is closed, where to find the lessons on the district's website, and also instructing them on how to receive assistance from the district if they do not have internet access and/or the necessary technology in their home.
- Information on how to acquire subsidized internet access will also be made available online and in paper form.
- The district currently provides a 1:1 Chromebook device to all students. The current practice is that high school students take their devices home every evening. This practice was extended to the middle school beginning 3/12/20. **Each school surveyed families to determine**

**which of them did not have access to internet services. These families were sent information about free internet service provided through Comcast and where appropriate the district provided hot spot technologies to these families to enable wifi internet access for their devices.**

- Teachers and Aides are expected to be attentive to email communications with students and families each week day during normal school hours. They are also expected to communicate with students and families frequently and especially if there are concerns about student progress in their class. Staff are expected to post grades into Power School on at least a weekly basis.
- There is a Tech hotline posted on our district webpage for students and staff to call in issues with Chromebook or connectivity in order to receive assistance with troubleshooting those problems.

## **LOWER CAPE MAY REGIONAL SCHOOL DISTRICT REMOTE LEARNING SCHOOL DAY PLAN**



## **KEY WORDS at KEY TIMES**

- We are planning intentionally for all kids. We have worked hard for several years to ensure that every student has a device and access.
- Technology integration isn't new and we now understand how it can be very helpful in unanticipated circumstances.
- Don't be scared, be prepared.
- Schools are considered essential services.
- We strive to minimize the number of days missed due to school closure.
- We want distance learning to be a time for students to practice and refine skills they have already learned through intentional and engaging practice. Distance learning may not be the best option for introducing new learning/skills.
- Distance learning does not mean 8 hours in front of a computer. Having students engage in non-tech learning **is** a part of distance learning. The tech supports communication and feedback.
- Professional Educators will be required to participate in training for the use of tools and resources for distance learning.
- As we implement this plan, teachers will need to think differently about how to help students meet learning objectives.

## **DIGITAL LEARNING TOOLS & PLATFORM**

All educators must have a universal landing page for students to access. For our district in all grades that landing page will be **Google Classroom**.

## **SUPPORTING DIGITAL TOOLS**

- Google Hangout
- Zoom



- AP Classroom
- PLTW Platforms
- Gateway Platforms
- Freckle
- Renaissance Learning
- STARS Program
- Remind 101
- Mimeo Software
- Youtube

### **SPECIALIZED INSTRUCTIONAL TOOLS**

- Turn it in.com
- Newsella
- Kahn Academy
- Quill.org
- Big Ideas Math Series Instruction

### **WHAT DOES A DISTANCE LEARNING DAY LOOK LIKE**



The focus is on engaging learners in meaningful learning activities, **NOT** on seat time/face to face online time on a device.

## **AGE APPROPRIATE NEEDS**

Guidelines for total time spent on learning activities are as follows:

- **Grades 7-9: 4-5 hours of total learning activity=one school day**
- **Grades 10-12: 4.5-6.5 hours of total learning activity=one school day**

Total learning activity includes learning activities that are online and self-guided. Asking a student to read a chapter or work through math problems etc. may take 30 minutes. Those 30 minutes would be included in the calculation of total learning activity.

## **EDUCATORS**

Educators at the Lower Cape May Regional School District are responsible for designing instruction related to a specific content area, relying on District approved curriculum and materials to build student knowledge for that content area, selecting appropriate resources to support the instructional design, and then implementing the instructional lesson plans. Additional considerations may include:

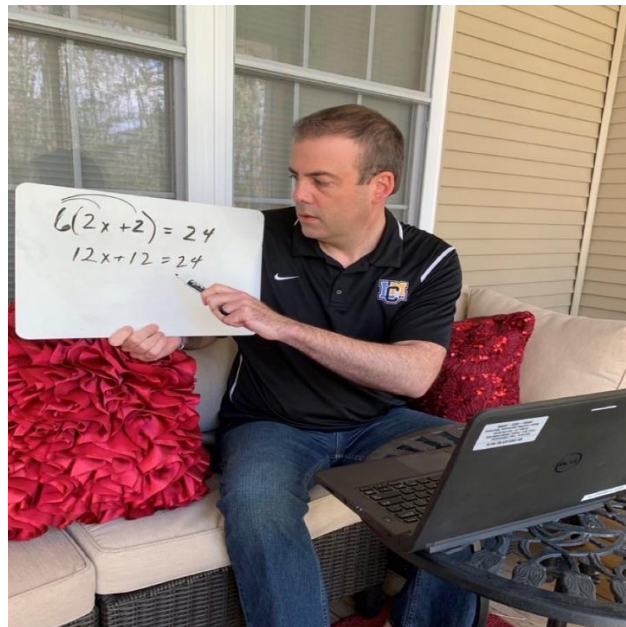
- 1) The identification of the online tools that will best support their students' needs and the chosen instructional design
- 2) Promising practices in online pedagogy. The tips and tools for LCMR educators provided here are intended to support the ways in which teachers and other instructional staff are thinking about planning for the meaningful engagement of students in the learning process through virtual means.

### ***Learning activities planned should include:***

- What to do each day/defining the essential question?
- Determine what work should be asynchronous (person to person not needed) and what should be synchronous (person to person). Plan for very short periods of synchronous learning. (Sounds like: "at our next scheduled session, I will be available to meet with you if you have questions" - with an appointment sent to all students with a link to a remote meeting.)

- What are the standards kids should meet?
- What to do each day for reading, writing, math, daily challenge, etc.?
- Do videos! Videos of your lessons serve students who miss your live lesson or who may want to go back and review some portion of it at a later time. It is not recommended that you record lessons with students present as that creates a legal student record bound by FERPA rules and regulations. Also include instructional or other relevant and appropriate videos from Youtube.
- Use Zoom or Google Hangout with kids! Person to person connection between teachers and kids, and kids and kids is vital. The human connection is what people need the most. Zoom and Google Meet meetings should be no longer than the scheduled minutes when used with students **BUT need** not and in many cases **should** not fill the entire scheduled period.
- Make student deadlines for ongoing work.

## EDUCATOR EXPECTATIONS



Educators will use district supported digital learning platforms in order to provide continuity of learning during potential long term school closures, including:

- delivery of content & communication
- providing feedback on student work
- collecting evidence of student learning

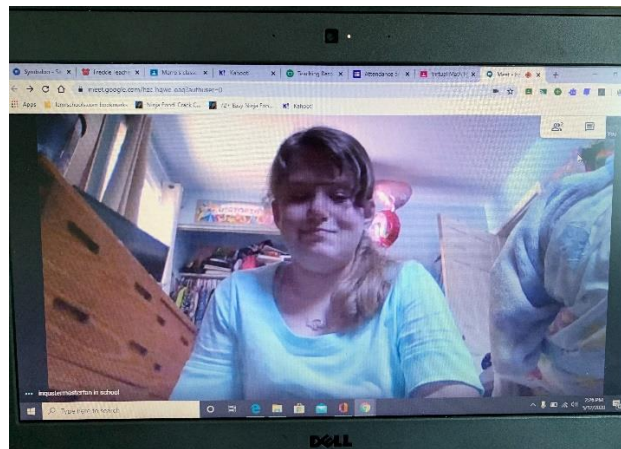
Teachers will include Director of Curriculum and Instruction, tech team members, special education teachers, ELL teachers, assistant principals & principals as collaborators on digital learning platforms.

### **Guidelines for Grades 7-12 Teachers**



- Determine what will be required of students as evidence of their learning each day. Verified completion will result in a confirmed attendance for that day by period using Power School.
- All assigned work during the virtual learning days is aligned directly with standards and learning targets outlined and currently being covered in the course.
- Ensure extra content not directly related to learning targets/ standards is made optional
- Each student should have his or her Chromebook (or another device) to access e-mail, Google Classroom, or other systems used by his or her teachers.

- The assignment for each class will be posted in e-mail, Google Classroom, or other systems used by his or her teachers by the start of the scheduled periods for that virtual day.
- The work assigned should take no longer to complete than a standard class period of the virtual schedule.
- Teachers will post "Virtual Office Hours" (e.g.: at least 30 minutes per class period between 10am-2pm) each Friday as a time when families and students can contact teachers via Google Classroom, email, phone or Google Hangout for any questions they may have.
- Identify and coordinate non-tech options for families that do not have internet access at home.



### ***Grades 7-12 Suggestions***

- Chunk daily work into reasonable and attainable daily assignments
- Establish a pattern of activity and due dates to get you and students in a routine
- Communicate when you will be grading and returning feedback on assignments
- Set up discussion opportunities in your online platform
- Respond/provide feedback directly to student work within one working day if possible
- Have students take pictures of hands-on learning and post

- Provide print materials for those students with limited technology considerations
- Attempt to provide opportunities that mimic components of a normal lesson as much as possible
- Provide examples of graphic organizers for students to make their learning visible.
- Video your mini-lesson
- Set up Google Hangout or Zoom for small group discussions, strategy groups, and personal connections with students.
- Provide families with all login, online platforms, and website information. Whenever possible, learning materials should be made available via Google Classroom.
- Provide optional enrichment opportunities (research, book, ALEKS, Khan Academy, or science projects)

### **7-12 Elective Teachers**

7-12 Elective teachers should plan to create their own Google Classroom as a landing page for their classes.



## District Attendance Policies and Practices During the Closure



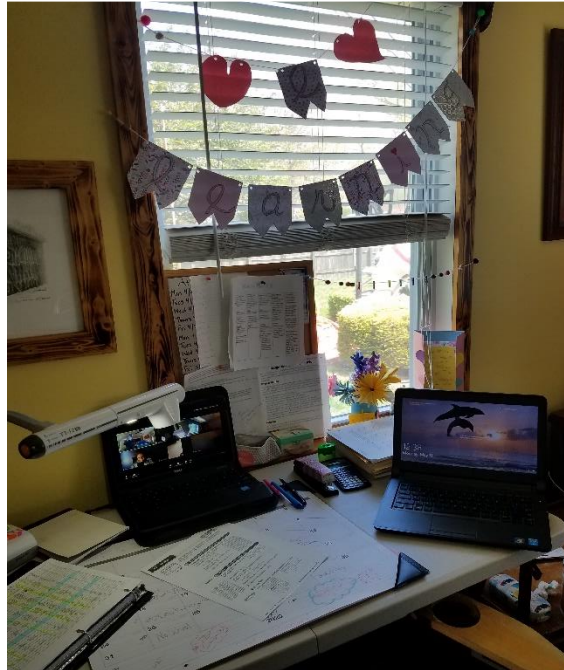
NJ Department of Education guidelines regarding student attendance during the closure indicate:

“Any day on which all 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 on 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.” Because such instruction is being provided, all students can be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction during health-related school closures.”

The Lower Cape May Regional School District will record student attendance in each class period during the remote structured school day on the Power School student management system. This will be accomplished by each teacher during each of their remote meetings from home by remote access into the system. Students who are absent from any class during any scheduled remote school day will receive an automated call home that evening indicating their absence from class and requesting parents contact the designated assistant principal or attendance officer to explain their absence. School counselors, and assistant principals will reach out by phone or email to any student who is demonstrating excessive absence from their classes (more than three days) and attendance letters

will follow. Extreme cases will be reported to each school's Resource Officer who will follow up with home visits for truancy violations.

While there will be no effort to withdraw credit or fail students for poor attendance, this record will provide documentation and a system of measurement for future placement in academic programs the following school year. Grades will be determined by academic performance in work and assessments provided by the student.



### **Special Education and Related Services for Students with Disabilities**

- The Child Study Team Supervisor and case managers will oversee development of online plans to ensure that IEP goals are addressed. Paper copies of these plans will also be provided through the above referenced systems of communication. **ELL students will receive lessons and instructions in the language appropriate to their individual understanding.**
- Assistive technology will be sent home with students if required by the IEP.
- Related services such as speech, occupational and physical therapy will continue remotely through Zoom or Google Hangout and activity sheets in paper form will be provided where appropriate. CST staff will monitor the amount of time that students are not receiving in person

services in order to determine the individual eligibility for compensatory hours. Opportunities to make up the missed hours will be created for families to access once school is reopened.

- CST evaluations, reevaluations, reviews, and all other necessary meetings will be rescheduled as appropriate to the need to maintain the safety and wellbeing of all participants during the shutdown.
- The district CST will maintain contact with our out of district placement providers to ensure maintenance of the educational plans for these students.
- Our School Nurses will maintain communication through email and phone calls to assist parents of our medically fragile students with information and advice during the closure.
- Our transportation services are in constant contact with both the school and students we provide those services for and will keep them abreast of all developments regarding these services.

### **Specific to Special Education Instruction**

Special education teachers and related service providers need to pay attention to the following as well:

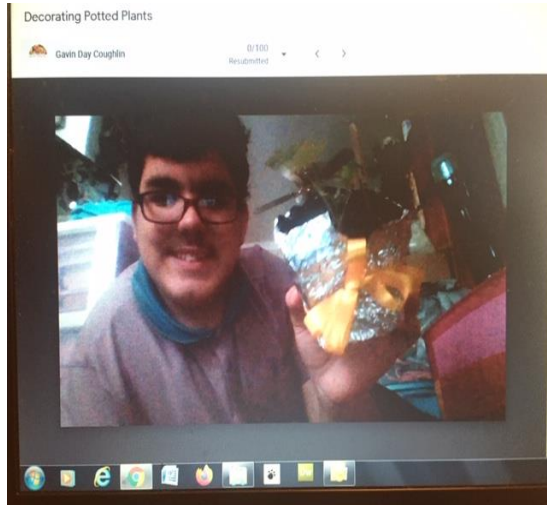
- Make sure you have extremely clear baselines for each of your student's IEP goals right now.
- Make sure you have a very clear rate of progress toward those goals for each student to date. At what rate have students been progressing toward their goals?
- Be prepared upon reopening, to track student skill regression and recoupment. How does regression and recoupment rate compare to rates from other similar breaks? If students have not recouped all skills within 2-3 weeks, consider compensatory services.
- Create 14-28 days' worth of routines for students to do at home related to IEP goal areas.
- Special Education teachers will need to make sure they know how to use the universal tools as well as the specialized resources.



## EXPECTATIONS FOR INSTRUCTIONAL AND 1:1 AIDES

- Aides should conduct “check ins” each day with each of their students via Google Classroom, Google Hangout, email, or Remind 101 to ensure completion of assignments, provide assistance, or answer questions from students or parents.
- Aides should consider meeting with students just prior to or just after the conclusion of each scheduled class meeting to prepare them for or answer questions about that day’s class meeting, assignments, or to provide assistance with work scheduled that day. Be aware that these student will have another class meeting to attend after each class so if necessary establish alternate meeting times or utilize email.
- Instructional Aides should maintain communications with their partner teachers through email, Zoom or Google Hangout, Google Classroom, and/or Remind 101. **Aides should be present in each of their students’ scheduled remoted learning sessions or classes.**
- 1:1 Aides should maintain contact with each teacher on their student’s schedule daily via email, Zoom or Google Hangout, Google Classroom, and/or Remind 101. **Aides should be present in each**

of their students' scheduled remoted learning sessions or class.



## **EXPECTATIONS FOR STUDENT SERVICES INCLUDING MENTAL HEALTH SERVICES**

Student Services (School Counselors, CST Case Managers, Nurses)

- During school closures, it is important that all students and families care for their physical and mental health. The importance of routines, self-care, and overall wellness is essential. The Lower Cape May Regional School District Student Services team has collected some information for families to use while schools are closed and has posted such via links on their webpages on the District website.
- The Student Services teams will continue to play an important role in our Distance Learning days.
- Student Services will follow up with students who are not engaging at all in distance learning
- Attendance letters will be tweaked: "We are aware that some absences are due to COVID-19 and that will be taken into consideration".
- Call families when students aren't engaged in online learning and check in, record the contact/why, if you have google voice: text or call, if not, email.
- Teachers will communicate to student services if you haven't heard back from students and they aren't engaging and are concerned about, let us know.

- Student Services will follow up on well-child concerns brought forward by teachers.
- Student Services will prepare to hold student specific check in's via phone/zoom.
- The district works in cooperation with the local police department on a Handle with Care program. If the police come into contact with a student on issues such as domestic violence, they will send the district notification of that contact so that we may properly address that student and provide necessary supports.
- The district will continue to address student substance abuse referrals and other issues of concern through the typical channels using appropriate personnel. When necessary DCPD referrals will be made.

### **ENGLISH LANGUAGE LEARNER (ELL) SERVICES**

- ELL Teachers, similar to all teaching staff in the district, are required to utilize approved distance learning platform, Google Classroom.
- ELL Teachers should continue to maintain best practice in monitoring students' progress and be prepared to remediate and supplement instruction when school reopens to address any regression, similar to existing practices after school breaks.
- ELL students will receive lessons and instructions in the language appropriate to their individual understanding.
- Adaptive Technology Resources appropriate to ELL instruction will be provided to ELL students.
- Communication to families will be conducted in the language appropriate to their understanding. Documents and written communications will be appropriately translated before dissemination and when possible, spoken communications will be conducted with a competent native speaker.

#### **Remote After-School Extra Help**

The District typically offers after-school extra-help four days a week for Math and Language Arts as part of the district's Title I funded program. This will continue in the closure plan as a remote program. A Google Hang out will be available each Monday-Thursday evening from 7:00pm-9:00pm for students who need assistance in Math and Language Arts or any other subjects. This information is posted on the district webpage which includes log-in instructions.



### **Means of Communication to Families:**

- Daily Automated Calls/Texts
- District Website
- Email
- District Social Media Pages
- Teacher Google Classrooms, Chat Rooms, Remind 101
- Zoom, Google Hangout, Go to Meeting.com



## **PROFESSIONAL DEVELOPMENT**

The District will continue to provide professional development opportunities using the following methods:

- Links to relevant training videos and other resources available on the District Webpage under Faculty Resources.
- Availability of online workshops through ETTC. Information about the availability of these sessions as well as registration links will be provided through the Director of Curriculum and Instruction's office via email to staff and postings on the District webpage.
- Departmental meetings through Google Hangout or Zoom to share ideas and strategies among colleagues.



## **PLC'S AND COLLABORATION**

- In the event that school is closed for an extended period of time PLCs can meet at scheduled times via Zoom or Google Hangout in order to collaborate around planning, student expectations, and other work related topics and include in the scheduled meetings a building administrator, Directors of Curriculum and Instruction and Special Education and Student Services, special education teachers, and ELL teachers when appropriate.



**LOWER CAPE MAY REGIONAL DISTRICT REMOTE LEARNING  
SCHOOL DAY SCHEDULE**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>1 (10:00-11:00)</b>	<b>2 (10:00-11:00)</b>	<b>1 (10:00-11:00)</b>	<b>2 (10:00-11:00)</b>	<b>1 (10:00-10:30)</b>
<b>3 (11:00-12:00)</b>	<b>4 (11:00-12:00)</b>	<b>3 (11:00-12:00)</b>	<b>4 (11:00-12:00)</b>	<b>2 (10:30-11:00)</b>
<b>5 (12:00-1:00)</b>	<b>6 (12:00-1:00)</b>	<b>5 (12:00-1:00)</b>	<b>6 (12:00-1:00)</b>	<b>3 (11:00-11:30)</b>
<b>7 (1:00-2:00)</b>	<b>8 (1:00-2:00)</b>	<b>7 (1:00-2:00)</b>	<b>8 (1:00-2:00)</b>	<b>4 (11:30-12:00)</b>
				<b>5 (12:00-12:30)</b>
				<b>6 (12:30-1:00)</b>
				<b>7 (1:00-1:30)</b>
				<b>8 (1:30-2:00)</b>



**BE CALM, CONFIDENT AND HAVE CONVERSATIONS WITH STUDENTS ABOUT THE FOLLOWING:**

- Digital learning platform that will be used (Google Classroom), how to access it, reminders about digital citizenship on school devices.
- We will seek to maintain a meaningful connection between teacher and students, and between students and each other.
- Create the expectations and adhere to scheduled times that students with questions can reach out to you. **Specific feedback** on student work should happen in a two-way setting, not in group settings.

**RENFORCE EXPECTATIONS AND HAVE CONVERSATIONS WITH STUDENTS ABOUT THE FOLLOWING:**

- Grades 7-12 stay informed via email or Remind 101.
- Rationale for why we established a learning schedule and a learning space.
- Be an active learner and advocate for your needs.
- Share your learning with your peers and your teachers.

**Provision of School Nutrition Benefits or Services for Eligible Students**



- The district’s food service supervisor and staff will provide for a system to make meals available to eligible students.
- Meals will be constructed of shelf stable products that fulfill the meal components as directed by the Department of Agriculture.
- The district’s daily automated calls will inform parents on how to acquire food for their children. Instructions for doing so will also be posted on the district’s website.
- The district will set up several locations throughout the community for pick-up of meals. We will also use our transportation services to set up a “meals on wheels” type of distribution service at the more remote areas of our district. In collaboration with the Lower Township Elementary District, we can utilize as many as six of the school buildings throughout the area as food distribution centers. The district will also collaborate with the Cape May City Elementary School District and the Wildwood School District to provide its students meals who live in those communities.
- Food service personnel will be at each site to maintain an accurate count and record of each child that claims their meals.
- Coolers and proper handling techniques will be used at each distribution center.
- All food service personnel will wear appropriate PPE in the performance of their meal preparation and distribution responsibilities.
- District Transportation staff will be utilized to transport meals to the off campus distribution sites.
- The following information pertains to requirements necessary to receive a Department of Agriculture waiver request for meal reimbursement claims.

**SFA Name: Lower Cape May Regional School District**

**Agreement #: 00902820**

**Date Meal Distribution will begin: On the first day of the school closures.**

**Date Meal Distribution will end: The last day of school closure as determined by the NJ Governor and NJ Department of Health.**



### **Meal Distribution Sites and Schedule**

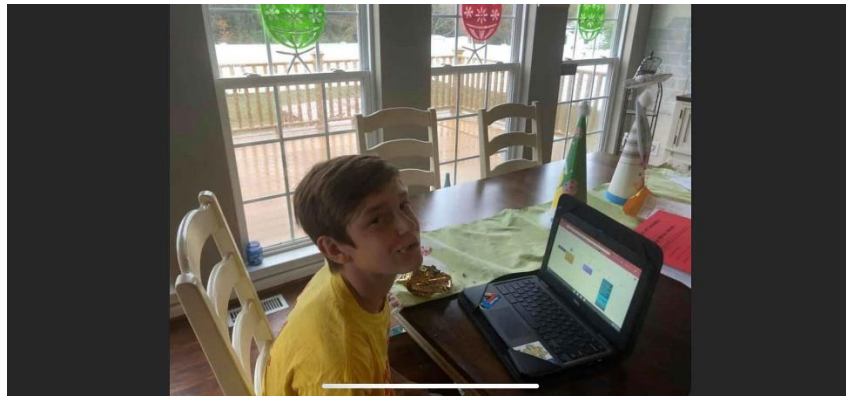
Meals will be provided every Monday and Thursday from 10:30am-12:30 pm at the following locations:

- Lower Cape May Regional High School Cafeteria 687 Rt. 9 Cape May, NJ 08204
- Lower Township Mitnick Park Jonathan Hoffman Road Cape May, NJ 08204
- Vilas Fire Hall Parking Lot Bayshore Road Villas NJ 08251
- LTESD Sandman Consolidated School 838 Seashore Rd. Cape May, NJ 08204 Monday and Thursday 9:00am-11:30am
- Cape May City Elementary School 921 Lafayette St. Cape May, NJ 08204 Monday and Thursday 10:00am-11:00am
- Wildwood High School 4300 Pacific Ave. Wildwood, NJ 08260 Monday and Thursday 9:00am-11:00am

Meals to be claimed for reimbursement per day: Two meals (breakfast and lunch) per child per day.



## **COLLECTION OF DISTRICT ASSETS AND CLOSING ROUTINES**



The district will have to redesign its typical end of year routines during the school closure. The following is the plan for those activities.

- **Athletic Team Room Locker Cleanout**  
This will be organized by the Athletic Director and conducted by each team's coach. Items should be bagged and prepared for a scheduled pick up by the student athletes. On that pick up day, coaches should collect each player's uniform etc.
- **Teacher's Classroom Cleanout**  
This will be coordinated by the building principals and organized in such a way that preserves social distancing and safe practices by

teachers as they come in and take what they need and secure all else for summer cleaning of rooms.

- **Locker Cleanout**

This will be coordinated by the Supervisor of Buildings and Grounds in cooperation with the building Principals. Lockers should be cleaned out, text books set aside and recorded as to student who used the book, title and subject of the book. Student personal belongings should be bagged and tagged according to locker number and stored in a designated location (ie. cafeteria or gyms) in a manner organized (ie. by locker hallway location) to facilitate student pickup.

- **Collection of District Assets**

This will be coordinated by the building principals. Items loaned to students belonging to the district such as Chromebooks, text books, band instruments, etc. should be collected in a drive by type system with safety and social distancing measures maintained and given highest priority. Students' personal belongings found in their locker can be exchanged when they drop off their district assets.

### **Facilities Maintenance**

All district facilities will be maintained throughout the closure although it may be through a skeleton crew to maintain appropriate social distancing guidelines. All CDC recommended protocols will be followed and appropriate PPE will be utilized. Occupied district spaces such as offices and restrooms will be cleaned and disinfected each night. School busses will be cleaned and disinfected after each use. Busses not in use will be cleaned twice a month. Grounds will be mowed and tended daily. Summer cleaning and maintenance such as locker cleanout, classroom deep cleaning, and scheduled renovation projects will begin the day after schools close for summer recess.

## Outline for Provision of Summer Services and Programs



All annual and traditional district summer programming will be continued. Initial plans are to proceed as has been done previously. However remote learning plans are being developed assuming schools will not reopen by the start date for each program. Summer programs currently being planned include:

- Extended School Year (ESY) for students with disabilities.
- High School Summer School for Algebra I and 9<sup>th</sup> Grade English
- Title I Summer Bridge Program for Middle School Students for Remediation. Eligible students to be identified through assessment and eligibility criteria.
- Title Remote Summer Accelerated Learning Program for Math and Language Arts for Middle School Students identified as appropriate for advanced or gifted programs with additional supports.
- Summer Stem Camp for Middle School Students through Title I funding. A technology themed project is being developed for remote learning platform.

Placement into these programs will be determined through use of various existing measures including student academic performance, staff recommendations, and parental requests. Additional space will be afforded in each program to address issues of learning loss that is expected as a result of the extended closure.

## **PRELIMINARY PLANS FOR HIGH SCHOOL GRADUATION**

Plans for graduation will suit circumstances as dictated by the COVID-19 virus and guidelines presented by the Governor's Office as well as the NJ Department of Education. A Special Projects Committee on Graduation will assist with developing alternative designs should a traditional ceremony not be possible. Members of the committee include School Board members, Superintendent, High School Principal, Office of Emergency Management Director, Lower Township Chief of Police, Lower Township Manager, Teachers, Parents of Seniors, and Senior Class Students. Plans are being developed for various scenarios including the following:

- Traditional District Graduation Ceremony
- Virtual Ceremony
- "Drive-in" Style Ceremony

### **Essential Personnel/Responsibilities:**

Essential employees have been identified to include the following:

- Joseph Castellucci  
Superintendent of Schools  
[castelluccij@lcmrschools.com](mailto:castelluccij@lcmrschools.com)  
609-884-3475 ext. 205  
Responsible for overall operation and management of the School District
- Mark Mallett  
School Business Administrator/Board Secretary  
[mallettm@lcmrschools.com](mailto:mallettm@lcmrschools.com)  
609-884-3475 ext. 206  
Responsible for maintaining the financial operations of the district and the overall supervision of the departments of custodial and maintenance service, transportation, and food service.
- Christine Teeney

Director of Curriculum & Instruction

[teeneyc@lcmrschools.com](mailto:teeneyc@lcmrschools.com)

609-884-3475 ext. 222

Responsible for the delivery of curriculum and lessons and the maintenance of remote learning activities and supervision of the technology department.

- Joell Worster  
Director of Special Education, Guidance, & Student Services  
[worsterj@lcmrschools.com](mailto:worsterj@lcmrschools.com)  
609-884-3475 ext. 221  
Responsible for the delivery of special education and related services and to review remote learning assignments and cross reference with student IEP's.
- Greg Lasher  
Principal Richard M. Teitelman Middle School  
[lasherg@lcmrschools.com](mailto:lasherg@lcmrschools.com)  
609-884-3475 ext. 214  
Responsible for overall operation and management of the middle school.
- Lawrence Ziemba  
Principal LCMR High School  
[ziembal@lcmrschools.com](mailto:ziembal@lcmrschools.com)  
609-884-3475 ext. 208  
Responsible for overall operation and management of the high school.
- Roy Olsen  
Supervisor of Building & Grounds  
[olsenr@lcmrschools.com](mailto:olsenr@lcmrschools.com)  
609-884-3475 ext. 220

Responsible for maintenance of all district facilities.

- Kurt Himstedt  
Food Service Director  
[himstedtk@lcmrschools.com](mailto:himstedtk@lcmrschools.com)  
609-884-3475 ext. 248  
Responsible for the district food service operation and the production and delivery of meals to all students in need during the closure.
- JoAnn Laputka  
Transportation Supervisor  
[laputkaj@lcmrschools.com](mailto:laputkaj@lcmrschools.com)  
609-884-3475 ext. 253  
Responsible for the transportation department and the transport of meals to distribution locations during the closure.
- Tracy Lloyd-Stocker  
Payroll Supervisor  
[stockert@lcmrschools.com](mailto:stockert@lcmrschools.com)  
609-884-3475 ext. 252  
Responsible for ensuring all payroll timelines are met and each pay period is adhered to for all employees.

**Expectations for In-person Hours by Department:**

**School Buildings:** Each building will be staffed by one administrator and one secretary in each office Monday through Friday from 8:00am to 2:00pm until further notice.

**Custodial and Maintenance Staff:** Staff will be placed on a rotating schedule to provide three staff on duty (one maintenance and two custodians) during the first shift (8:00am – 3:00pm) and two custodians during the second shift (3:00pm – 10:00pm). One

grounds crew staff member will report to work Monday through Friday.

**Transportation Staff:** Six drivers will be scheduled per day for three hours on a rotating schedule for the purpose of food distribution to our free and reduced lunch students.

**Food Service Staff:** Seven to eight staff members will be scheduled each day for food preparation and distribution.





EVERYTHING IS  
GONNA BE OK



**The halls will be empty  
for a while.**