



**Perth Amboy Public School District
Emergency Virtual or Remote Instruction Plan
2023-2024**

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Equitable Access and Opportunity to Instruction

Students (Pre-K-12)

In the event that the district transitions to all remote all students will have access to Wi-Fi and a device. The bullets below denote the system in place to support the aforementioned statement.

- The Perth Amboy Public School District implemented a 1:1 technology initiative in grades K-12 by April of 2020. We continued these efforts with our students enrolled in our Early Childhood Centers and implemented a 1:1 with iPads at the preschool level by October of 2020.
- The district has a Verizon Account with MiFi available if we have to pivot to all remote. If the district transitions to remote instruction, the parents/guardians are accustomed to a Google survey which will be conducted at the building level to determine who does not have internet access at home at the point in time in which we are transitioning to all remote. All of the students who did not have access to sufficient broadband access at that time will be given a MiFi device. The district has the aggregate data of students who need MiFis in the event of a school closure.
- All students have a District-issued G-Suite account and password and access to all required applications and platforms.
- All students/guardians have completed a device loaner agreement.
- The Technology Department is accessible to students, parents, or guardians remotely to troubleshoot and resolve issues with learning platforms/software.

Staff

All teachers have access to district-owned devices. All new teachers received a computer during New Staff Orientation, the first day of school, or starting employment.

- Accordingly, the Perth Amboy School district is prepared to ensure the continuation of synchronous learning for any class or students that may have to shift to remote learning. In order to prepare for the continuation of learning via remote instruction, the district has taken the following steps to ensure we can pivot to all remote at any point in time:
 - By November 1st, all teachers will be required to create a Google Classroom and Google Meet Link. All certified staff will also generate a Google Meet link (i.e. social workers, school psychologists, LDT-Cs, non traditional school psychologists, speech therapists, Occupational Therapists, Physical Therapists, and Board Certified Behavior Analysts). The links generated will be entered in the District Google Meet Directory. A Help Desk will be offered on Thursday, September 29th from 8:00am-3:15pm to assist new staff in creating a Google Classroom and Google Meet link.
 - By November 1st, this information will be shared in the District Google Meet directory. Google Classroom and Google Meet is our learning management system which allows us to immediately pivot to all remote instruction as a District.
- Staff are encouraged to contact their building technician and submit a KACE ticket for assistance with any technology tools and matters related to technology troubleshooting. The Technology Department is accessible to staff remotely to troubleshoot and resolve issues with learning platforms/software.

Parents/Guardians

- All students, parents, or guardians have completed a device loaner agreement.
- If we transition to remote, a Google Form will be posted on the district website for students, parents, or guardians to complete if they have issues with their devices. Our technicians will check this data daily to ensure all our students have a working device.
- The Technology Department will be made accessible to students, parents, or guardians remotely to troubleshoot and resolve district-provided hardware issues. The Office of Curriculum and Instructional will provide support about learning platforms/software.
- All communications sent by the District to parents or guardians will continue to be made available in English and Spanish.

Perth Amboy Public Schools is committed to providing several online programs and resources for students and staff. The instructional staff is encouraged to utilize them when delivering instruction and when assigning meaningful, differentiated, and rigorous work tasks. Below is a list of the district-approved online resources and programs.

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District Approved Online Program/Resource	Grade Level	Content Area	Description
Achieve 3000	5-12	ESL	Achieve3000 delivers a comprehensive suite of digital solutions that significantly accelerate and deepen learning in literacy, math, science, and social studies.
Albert.iO	10-12	AP Classes	Essential resource that has prepared the Advanced Placement students in all content areas for the pedagogical shift on the AP Exams. Attention to DBQ and FRQ activities to prepare students for their May exams. All 11th Grade ELA students for SAT preparation.
Amplify Science	K-5	Science	Amplify Science is a science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.
AMSCO Perfection Learning	9-12	Social Studies	High school Social Studies AP faculty can utilize the interactive online component to student workbooks to enhance their preparation for Advanced Placement exams.
ALEKS	10-12 Pre-Calculus only	Mathematics	Offers differentiated practice for math fact fluency and task completion pertaining to grade level math content during all-remote learning.
Campus Learning	K-12	All Content Areas	Integration between IC and Google Classroom. Teachers can seamlessly transfer grades between Google Classroom and IC.
Benchmark Phonics and Reading Workshop	K-2	ELA	Additional resources to support Benchmark Phonics and Reading Workshop

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Boardmaker	Preschool-12	Speech Therapists, Preschool Self-Contained Teachers, BCBAs	An online library of over 50,000 realistic picture symbols that supports communication and learning for students with disabilities.
Boom Cards	Preschool-12	Related Services, Special Education Teachers (assigned to self-contained programs)	Boom cards are a resource for speech therapists and teachers of students with disabilities who receive speech therapy and for all students educated in self-contained programs. Therapists and teachers can customize learning resources to meet the needs of individual students.
BrainingCamp	K-12	Mathematics	Online Manipulatives for students to show their thinking and work through math problems.
BrainPop BrainPop Jr. (K-3) BrainPop Espanol	K-8	All Content Areas	BrainPop is a group of educational websites with short animated movies for students. There are quizzes and related materials covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music.
Connect Ed.	K-12	Language Arts & Math	Primary platform for district digital textbooks that are used to assign lessons during all remote learning, areas of focus language arts and math; all tools are available in English and Spanish. Connected integrates well with Google Classroom, which is our primary tool to share assignments with students and their families during all remote learning.
The DBQ Project	3-12	Social Studies	The DBQ Project is both a paper-based and online interactive program for Social Studies teachers to assess knowledge of content and historical thinking skills using The DBQ Project's pedagogical model that is used nationally to increase mastery in Social Studies.
Desmos	6-12	Mathematics	Online graphing calculator and math lesson resource platform.
Discovery Education	6-12	Science	Discovery Education provides compelling, high-quality content, ready-to-use activities, useful teaching and assessment tools, and professional learning resources to give your educators everything they need to facilitate instruction and create a lasting educational impact in any learning environment.
Edmentum	9-12	All Core Subjects	Online learning tool that offers 500 courses for students who are in need of unit or credit recovery
Eureka Math Squared	K-5	Mathematics	Online textbook component to the Eureka Math resources
Geogebra	6-12	Mathematics	Online geometry tool and math lesson resource
Gizmos	6-12	Science	Online science exploration to allow students to engage in interactive simulations.
Google Classroom	K-12	All Content Areas	Platform used as a primary learning hub for teachers to communicate with students and parents on a daily basis

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			during all remote learning; integrates with GSuite tools/apps.
Hibster	K-12	All	Platform used to report HIB investigations
HMH	5-8 & 10-12	Social Studies	Resource for middle school Social Studies teachers to access digital resources and online textbooks; requires a login.
i-Ready	K-8	Language Arts and Math	Diagnostic and differentiated reading and math skill practice and reinforcement; used in small group instruction for students in grades K-5 ELA, K-6 for math, and students educated in POR and self-contained grades 6-8; students are given skill-based lessons based upon performance level.
KAMI	K-12	All Content Areas	Supports the students' and teachers' ability to annotate on PDFs. Integrates with Google Classroom to replace traditional worksheets.
Learning A-Z, RAZKids, Razz Plus Espanol	K-5	Language Arts	Teachers can assign leveled literacy content to their students in English and Spanish. Remote learning reading tasks in this program are based upon the BAS, EDL, and i-Ready levels of the child and are used by the classroom teachers at the elementary level.
Learning Ally	K-12	Language Arts	Literacy supports general education and students with disabilities reading below grade level; audio books are human read, and many titles are available in Spanish.
MathiA and Carnegie Learning	6-12	Mathematics	Online textbook component for secondary mathematics and intelligent math software is designed to provide individual student support and insightful data.
McGraw Hill	K-12	Language Arts & Math	Reading Mastery, Corrective Reading, and Connecting Math Concepts supplemental resources.
Middlebury	K-5	World Languages K-5	Resource that supports Spanish instruction as a World Language that offers two curriculum tracks. Track 1: Non-native speakers. Track 2: Native speakers at a basic level. This resource is delivered by the homeroom teacher during the Social Studies cycle, instead of 1 out of the 4 Social Studies classes a week, resulting in teaching WL Spanish twice monthly.
Naviance	9-12	School Counseling and Related Services	The Naviance Readiness Solution is a comprehensive toolset that helps you assess and develop essential competencies students need to be successful after high school.
Nearpod	K-12	All Content Areas	Resource that supports how content is delivered during all remote learning. Teachers use this tool to create synchronous and asynchronous lessons in all content areas.
News 2 You & Unique Learning Systems	K-12	All Content Areas	News-2-You is the app version of a symbols-based newspaper for kids with special needs. It includes the

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			symbols system and voices used in the augmentative and alternative communication app Proloquo2Go. The app benefits kids who have difficulty reading the written word.
Newsela	6-12	Language Arts, Science, Social Studies, and NJ State Mandates	Digital articles available in a variety of reading levels on a range of topics to reinforce nonfiction reading and comprehension.
NJ Career Assistance Navigator	9-12	Transition Skills, Panther LIFE Program	NJCAN, is the state's free web-based career guidance system. It contains various resources to support students' lifelong career exploration and planning. This resource supports the Transition Skills curriculum.
Pathful	9-12	Transition Skills, Panther LIFE Program	Transition resources to support the Transition Skills curriculum for students educated in LLD programs, grades 9-12.
Powerschool Performance Matters	Pre-K-12	All Content Areas	District data warehouse
Resonant Education	K-8	SEL	The <i>SSIS SEL Brief + Mental Health Scales</i> provide results that can be used to guide strength-focused instruction as well as prevention and intervention programming for all students
Saavas	9-12	Mathematics	Textbooks and MyMathLab for higher level mathematics courses at the High School (College Math, Intro to Statistics, Intro to Computer Science, Calculus 1 Honors, AP Calculus AB).
Seesaw	Pre-K-4	All Content Areas	Supports “how” content is delivered during all remote learning and digital assignment creation. This allows students the ability to create video and photo submissions of assignments; used by content area teachers and specialists (art, gym, music, technology etc.).
Screencastify	K-12	All Content Areas	District approved application since 2017 and a tool for teachers to use to pre-record lessons.
Snap and Read/Co-Writer	K-12	All Content Areas	Available to all students through the Google Chrome Extension and provide students with assistive technology support, including but not limited to text to speech, speech to text, simplifying text features, spelling, word prediction, vocabulary, translation, and more. These supports are recommended for students in grades 4-12 and are especially helpful for students with disabilities and students performing below grade level.
SP2	9-12	CTE (Automotive)	This program allows for students to be trained in CTE-specific areas, such as automotive, and receive certifications to enhance their career preparation and prospective employment opportunities.
STAR	9-12	Mathematics &	Program to assess mathematics and reading standards

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		Language Arts	and skills in English and Spanish
Storyboard That	K-12	Language Arts & Video Production	Visual storytelling application for all elementary school students, middle school Video Production students, and Communications Academy students from 2020-2023.
Teaching Strategies Gold	Pre-K	All Content Areas	Program that our preschool uses to submit lesson plans.
TI-84 CE Plus App for Chromebook	9-12	Mathematics	Online graphing calculator
VB-MAPP (Pre-K) ABLLS-R (K-5), and AFLS (6-12) (through LiftED platform)	Students educated in self-contained programs, Pre-K-12	All Content Areas	Online assessment tools used to assess student skills across a variety of domains including, but not limited to reading, writing, math, fine and gross motor, social interactions, toileting, and feeding. The assessments are conducted twice per year, as per the District Assessment Calendar, and used to drive instruction and proposed Individualized Education program goals and objectives.
Virtual Job Shadow	9-12	Transition Skills, Panther LIFE Program	Transition resources to support the Transition Skills curriculum for students educated in LLD programs, grades 9-12.
WeVideo	5-12	Video Production	A video editing application for the Perth Amboy High School Students

Teacher Virtual/Remote Learning Guidelines (all teachers Pre-K-12)

During remote instruction, staff are expected to:

- Log in via staff attendance form each day at their contractually obligated time.
- Submit weekly lesson plans according to due dates that are aligned with the NJ Student Learning Standards and District Pacing Guides.
- Communicate the schedule of availability to all students at the beginning of the work week using district email and Google Classroom and arrange the time, during work hours, when a student can call and speak with or video conference with the teacher, counselor, case manager, or related service provider; respond to student/parent emails by the end of the following school day.
- Post assignments daily in Google Classroom.
- Host synchronous (live) learning sessions and/or live question and answer sessions with students each week according to the district schedule and provide small group instruction to students, when applicable.
- Follow building protocols for addressing student academic concerns and submit student interventions form(s) promptly as requested by the school administration pertaining to student academic progress, social and emotional concerns, and attendance.
- Contact school administration upon any inappropriate interaction with a parent or student.

Progress Monitoring

During remote instruction, staff are expected to:

- Provide feedback and grade students' work and input grades in a timely manner.
- Adhere to the [District Grading Policy](#).
- Continue to administer assessments in accordance with the State and District Assessment Calendars to continuously measure and monitor student growth and inform classroom instruction.
- Continue to reach out to students and work with academic departments and the Departments of School Counseling and Related services and Special Services to engage students in remote learning.

Addressing Special Education Needs

Special Education: Teachers Assigned to In Class Resource Programs (ICR) (in addition to “Teacher Virtual/Remote Learning Guidelines”)

During remote instruction, special education teachers assigned to ICR programs are expected to:

- Follow the expectations above outlined for “All Teachers.”
- Co-teach with the general education teacher when delivering synchronous instruction and continue to utilize the models of co-teaching using breakout rooms. Those small groups should be a mix of students with and without disabilities.
- Review the work provided by the general education teacher and provide the appropriate scaffolding to the assignments and strategies for the special education students.
- Review daily lessons and provide supporting resources for students with Individualized Education Programs (IEPs). Teachers should continue to individualize and modify general education lessons in accordance with students' IEPs. *The assignments may look different for each learner.*
- Team with a general education teacher in order to work with the parent and the student to assist with teaching the student how to use a provided accommodation (i.e., text-to-speech, speech-to-text, audio books, graphic organizers, etc).
- Consider the inclusion of rubrics to accompany a lesson that guides the student to self-assess their work and that guides the student regarding executive functioning skills such as organization management, time management and self-reflection.
- Ensure that accommodations and other support in accordance with a student’s IEP are implemented prior to grading a student’s work. Student work should not be scored if an accommodation was not provided.
- Complete IEP progress reports in accordance with the District marking period timelines.
- Attend IEP meetings and contribute to the IEP using the Department’s Present Level Summary Guidance Document, generate goals and objectives, and provide input on modification and accommodations.

Special Education: Teachers Assigned to Pull Out Resource (POR) and Self-Contained Programs (in addition to “Teacher Virtual/Remote Learning Guidelines”)

During remote instruction, special education teachers assigned to POR and self-contained programs are expected to:

- Follow the expectations above outlined for “All Teachers.”
- Continue to develop lessons that are individualized and modified and in accordance with students' IEPs. *The assignments may look different for each learner.*
- Coordinate with classroom or 1:1 paraprofessionals, where applicable, to assist with material preparation and time for joining any on-line face to face sessions.
- Continue to support parents with teaching the parent/students how to access or provide an accommodation in accordance with the students IEPs (i.e., logging on to a device, Snap and Read and Co-Writer: text-to-speech, speech-to-text, Learning Ally: audio books, etc).
- Complete IEP progress reports in accordance with the District marking period timelines.
- Attend IEP meetings and contribute to the IEP using the Department’s Present Level Summary Guidance Document, generate goals and objectives, and provide input on modification and accommodations.

Additional for Teachers Assigned to Self-Contained Programs:

- Implement all Department instructional programs (i.e. discrete trial instruction, Direct Instruction, Reading Mastery, Corrective Reading, Connecting Math Concepts, Unique Learning Systems, Virtual Job Shadow, Oneder, NJCAN).
- Collect, graph, and analyze data on all student learning and performance behaviors.
- Implement behavior intervention plans in accordance with IEP.

Board Certified Behavior Analysts (BCBAs)

During remote instruction, BCBAs are expected to:

- Provide support to all students on assigned caseload as per school day schedule.
- Conduct parent training sessions.
- Collect, graph, and analyze data on all student learning and performance behaviors and support staff implementing this task.
- Support staff with the implementation of instructional programs (i.e. discrete trial instruction, Direct Instruction, Reading Mastery, Corrective Reading, Connecting Math Concepts) and assist teachers in modifications as appropriate for remote learning.
- Support staff with the implementation of behavior intervention plans and modify them with consent as appropriate for remote learning.
- Plan professional development as directed by the Department of Special Services.

Related Service Providers

During remote instruction, related services providers are expected to:

- Provide therapies in accordance with IEPs and hold telepractice therapy sessions in Google Meet maintain a service delivery/contact log.
- Log all sessions for Special Education Medicaid Initiative (SEMI).

- Monitor evaluations that must be conducted upon our return to in-person instruction, pending evaluations may not be conducted in-person during remote learning.
- Speech therapist case managers: conduct remote IEP meetings via Google Meet or Zoom (face to face meetings are preferred), develop IEPs that are legally defensible, and finalize IEPs in accordance with all state and federal mandates.
- Attend IEP meetings, as needed, and contribute to the IEP using the Department's Present Level Summary Guidance Document, generate goals and objectives, and provide input on modification and accommodations. As a reminder, only accommodations used in the classroom on a regular basis can be included in the IEP.

Child Study Team (CST)

During remote instruction, CST staff are expected to:

- Contact parents of students on caseload to check in with any immediate concerns or needs. Relay any concerns to the Department of Special Services.
- Follow up with teachers to ensure that accommodations and modifications are being provided in accordance with IEPs. Relay any concerns to the Department of Special Services.
- Conduct remote IEP meetings via Google Meet or Zoom (virtual meetings with cameras on for staff are required and are preferred for parents/guardians), develop IEPs that are legally defensible, and finalize IEPs in accordance with all state and federal mandates. The Department of Special Services will continue to closely monitor IEP timeline compliance using Frontline.
- Track evaluations that must be conducted upon our return to in-person instruction, pending evaluations may not be conducted in-person during remote learning. Social history assessments must be completed in accordance with mandated timelines as these assessments may be conducted remotely.
- Obtain written consent remotely, as needed.
- Provide documentation in primary language, as needed.
- Continue to monitor and make changes as necessary to student rosters for the school year, Extended School Year (ESY), and Dynamic Learning Maps (DLM), as needed.
- Provide counseling services in accordance with IEPs and hold telepractice therapy sessions in Google Meet maintain a service delivery/contact log in IEP Direct and Infinite Campus.
- LDT-Cs to provide classroom consultation to assist with the transition to remote learning.
- Log all sessions for SEMI.

Addressing Multilingual Learner (ML) Needs

During remote instruction, Bilingual Education, ESL, Dual Language Immersion and World Language staff are expected to:

- Follow the expectations above outlined for "All Teachers."
- Continue to provide instruction in Language 1 as students transition to Language 2 to meet the needs of MLs (Transitional Bilingual Education program).
- Support the transition of L1 to L2 by providing Level 1 to Level 3 to meet the needs of MLs (Transitional Bilingual Education program).
- Deliver Level 1 lessons in Spanish with 1 daily period of ESL.

- Deliver Level 2 lessons in Spanish in the beginning of the year and transition to English with teacher support in Spanish if necessary; students receive 1 daily period of ESL.
- Deliver Level 3 lessons in English with minimal primary language support, when needed, and 1 daily period of ESL.
- Teach 1 week in English and 1 week in Spanish. The teachers will continue to add one additional language switch period during ELA every day (Dual Language classrooms).
- Plan and work with the grade level teachers and students they are assigned to in the Transitional Bilingual Education program (ESL teachers).
- Provide support for ELLs and former ELLs with their specific needs (Sheltered Instruction).
- Support student learning using district platforms available to all students; ELLs also have access to ACHIEVE and EDGE at the secondary level. The teachers monitor the students' completion of assignments through the Edge platform. Achieve3000, teachers monitor the students completion of assignments. The Department will continue to monitor students comprehension, reading, writing and listening usage and increase of English development.
- Assist students in accessing individualized counseling services at each school, as needed.
- Initial screening for students new to the country must be conducted upon our return to in-person instruction. Initial screening may not be conducted in-person during remote learning.
- Initial letters regarding Bilingual Program placements will continue to be sent in the primary language the first 14 days once identified during the school year.
- Communications sent by the District to parents/guardians will be made available in English and Spanish.
- Sheltered Instruction professional development was provided virtually and open to all staff during the 22-23 Spring academic school year and provided again during the 23-24 summer.
- Culturally Responsive Teaching professional development was provided to all staff in April 2023.

Attendance Plan

A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education and as per the [District Attendance Policy](#). Teachers will record students' attendance daily in the student information system. All contacts made by teachers with students, parents, and guardians will be logged in the student information system.

If an LEA has concerns of a student's participation they would first contact the parent/guardian. Attempt two (2) would come from the student's school counselor, and attempt three (3) would include building administrator. All three attempts would be made via phone or email to the parent/guardian. The LEA, counselor, and building administrator would collaborate to ensure the student's wellness and support improvement of participation.

All of our schools in the district will adhere to a full day schedule during virtual or remote learning.

Safe Delivery of Meals Plan

The district will ensure that meals (breakfast & lunch) are made available for pick up by a designated person, not quarantining, following the schedule below at their respective child's school. If a family has children in multiple schools, meals may be picked up at 1 location for all children.

- Every school day
- 10:30 a.m.-1:30 p.m. at all schools except the Dual Language School (DLS) located in Fords. Students who attend DLS may pick up their breakfast and lunch from any other school.

Facilities Plan

Custodians will follow the directives provided by the building/district administration to help ensure the cleanliness and safety of our school facilities.

Other Considerations

- Accelerated Learning Opportunities
 - Gifted and Talented, Advanced, Honors and Advanced Proficiency (AP) classes will continue to operate remotely.
- Social emotional health of students and staff; during remote learning, school counselors are expected to:
 - Maintain contact with students who are in jeopardy of failing.
 - Assist in contacting students who have not been engaged in online learning as evidenced through reports generated by the school administration.
 - Support the SEL initiatives and the school climate.
 - Counsel students, especially when a crisis arises and conduct risk assessments, as needed.
 - Work on scheduling students for the summer school and the next school year as directed by school administration.
 - Work in conjunction with school administration as needed to support students' needs.
 - Provide resources to staff as needed.
 - Provide school wide resources for community, students, and faculty.
- Title I Extended Learning Programs:
 - All BOE approved after school learning programs will continue to operate remotely.
- 21st Century Community Learning Center Programs
 - The District will continue to partner with Middlesex County Vocational Schools and provide transportation for students enrolled, as needed.
 - Students with disabilities enrolled in the Transition Skills program will cease from participating in Work Based Learning in-person until the District resumes in person. Students will provided with online platforms to support learning in this area (i.e. Virtual Job Shadow, Oneder, and NJCAN.
 - The District currently does not have any CTE programs in operation.
- Credit Recovery
 - All Board of Education approved credit recovery procedures will continue and be accessible to students with online learning and virtual support.
- Other student extended learning opportunities

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- All Board of Education approved after school learning programs will continue to operate remotely.
- Transportation
 - Staff will continue to work in person as needed to assist in the delivery of learning materials and/or meals to students/families who are unable to pick up at a school.
- Extracurricular programs
 - All Board of Education approved after school extracurricular programs will continue to operate remotely.
- Childcare
 - The District will continue to partner with local organizations who provide before and after school care. The District will continue to make this information available to parents and guardians.
- Community programming
 - The District will continue to partner with community agencies including mental health facilities and juvenile centers to ensure that students receive home instruction in accordance with the NJDOE Administrative Code.

Essential Employees

1. Administration
2. Food Service staff
3. Buildings and Grounds staff
4. Transportation staff
5. Security staff
6. Information Technology Staff
7. Nursing staff
8. Child Study Team staff who may only evaluate students in person (school psychologists, LDT-Cs, speech therapists, physical therapists, and occupational therapists)