



Deptford Restart and Recovery Plan for Education 2020-2021 School Year

Conditions for Learning

Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning

<i>Critical Area</i>	<i>District Actions and Procedures</i>
<p><u>1. General Health and Safety Guidelines</u></p>	<ol style="list-style-type: none"> 1. Establishing and maintaining communication with Health Dept; track local conditions <ul style="list-style-type: none"> ● The Superintendent will respond to any outreach from the Gloucester County Health Department in order to address positive cases of COVID-19 that impacts the District/school community that may have been reported to them to commence contact tracing and case investigation. ● Should the District/school report to the health officer about staff, students, or any person with a close relationship to the school that tested positive, that information will be verified by the health department before it commences contact tracing and case investigation. ● All positive persons will undergo contact tracing and case investigation whether the information was first passed through the school or came automatically through the health department communicable disease surveillance system. ● The Gloucester County Health Department will handle all contact tracing and have staff available to perform contact tracing and case investigation. ● Meeting with the Gloucester County Department of Health and Gloucester County Superintendent on 7/14/20 <ul style="list-style-type: none"> ○ Michelle Taylor Deputy Director ○ Ann Marie Ruiz 2. Develop “high risk” criteria for students and staff and share with staff and families. <ol style="list-style-type: none"> a. School Physician - Dr. David Koerner b. District nurses c. Following the CDC guidelines At Risk for Severe Illness d. The Road Back: Restart and Recovery Plan for Education: Risk for Severe Illness and Underlying Medical Conditions (pp. 17-18). 3. Provide reasonable accommodations for students and staff at <i>higher risk</i>. This is handled on a case-by-case basis with the school physician, school nurse, 504 case manager, child study team, and administration. 4. Promote behaviors that reduce spread

	<ol style="list-style-type: none"> 5. Training <ol style="list-style-type: none"> a. District administration will provide health and safety training modules for staff upon their return to work. b. District staff is expected to follow the guidelines provided in the CDC Guidelines and The Road Back: Restart and Recovery Plan. 6. Student Screening <ol style="list-style-type: none"> a. Assigned staff will interview students with a health screen prior to exiting the bus and/or entering the school (if walker or being dropped off by parent/guardian). b. Teachers and paraprofessionals will monitor student symptoms (as well as their own) and behavior in the classroom and check in with students throughout the day.
<p><u>2. Classrooms, Testing and Therapy Rooms</u></p>	<ol style="list-style-type: none"> 1. District Instructional Schedule <ol style="list-style-type: none"> a. Students will be attending school on an alternating basis (hybrid schedule). <ol style="list-style-type: none"> i. There will be approximately 50% capacity of in-person student attendance on a daily basis. ii. Students will work remotely on the days they are not assigned to in-person instruction. b. One-hour delayed schedule for all students for in-person instruction. c. Student Cohorts for in-person instruction <ol style="list-style-type: none"> i. <u>Group A</u> - attends in-person instruction on Mondays and Thursdays. ii. <u>Group B</u> - attends in-person instruction on Tuesdays and Fridays. iii. <u>Special Needs Students</u> - specifically identified students in special education programs will attend school Monday, Tuesday, Thursday and Friday. iv. <u>All students</u> - attend remote/virtual learning on Wednesdays. d. Full time remote learning services <ol style="list-style-type: none"> i. Students/parents who select full time remote learning will receive their instruction virtually through the Canvas Learning Management System. e. To ensure fair and equitable delivery of instruction (hybrid and remote), all students will be instructed in a “flipped classroom” model. <ol style="list-style-type: none"> i. All lessons will be delivered through Canvas. ii. Teachers will follow-up with students, provide feedback, practice, interventions, enrichment, meaning making, and transfer of knowledge to students during in-person or Canvas conferencing meetings. 2. Student Seating <ol style="list-style-type: none"> a. Students will be assigned their own desks, workspaces, and eating spaces with safe social distancing of six feet apart. b. Student seating will be faced forward to the teacher in the same direction. c. Physical barriers will be provided in very unique situations where safe social distancing cannot be met for instruction. 3. Face coverings <u>at all times</u> for staff and students (until the restriction is lifted by the governor). <ol style="list-style-type: none"> a. Students and staff asked to bring their own masks and a backup mask. Face shields provided for staff. b. Backup paper masks will be provided by the district for staff and students. 4. Limit use of shared objects and supplies <ol style="list-style-type: none"> a. Students will be given their own manipulatives in early childhood and elementary classrooms. b. Students will wash or sanitize their hands at the beginning and end of class.

- c. In science labs, students will have access to hand washing stations to clean hands prior to using science laboratory equipment.

5. Ventilation

- a. Recirculated air has a fresh air component.
- b. Windows will be open if A/C is not provided. Each classroom in the district has an A/C unit.
- c. Filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.

6. Hand Sanitizer

- a. Alcohol-based (60%) hand sanitizers will be provided at all schools.
- b. Each classroom will be provided a hand sanitizing station.
- c. Stations will be set up in common areas, outside the cafeterias, all-purpose rooms, gymnasiums and on buses.

7. Hand-washing schedules

- a. Students will be taught to wash their hands for 20 seconds. Early childhood students will be taught to recite the alphabet song while washing their hands for thoroughness.
- b. Each school has a routine hand-washing schedule throughout the day.
- c. Students will wash and sanitize their hands before and after lunch and recess (prior to reentering the classroom and the resumption of instruction).

8. Early Childhood Considerations

- a. Signage in schools that is age-appropriate (more pictures and words students can read).
- b. Floor markers tape, cones, and teaching "new" routines so students become accustomed to the new traffic flow and hand washing procedures.
- c. Recess schedule and designated areas of play. Students remain in their cohort.
- d. Lunch in classrooms.
- e. Lanyards to clip students' masks so they do not fall or get lost.

9. Medically Fragile Students

- a. Personal Protective Equipment for staff and students.
- b. Maintain ongoing supplies.
- c. Continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
- d. Consider the need for heightened monitoring and frequent handwashing which will often require hand-over-hand assistance.
- e. Accommodations and modifications addressing individual student's Individual Education and 504 Plans.
- f. Communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.

10. Belongings from home

- a. Communicate to parents that items from home should be kept to an absolute minimum and only out of necessity.
 - i. For instance, recess play items will stay home until further notice.
- b. Sent in sealed plastic bags.

11. Use of larger spaces (gyms, cafeteria, auditorium)

School	Individual Plan for Large Spaces
High School	<ul style="list-style-type: none"> ● Lunch will be served in the cafeteria. Students will be seated in 6 foot intervals and in the same direction. ● Once the cafeteria is at capacity with safe social distancing, additional large classrooms and spaces will be used for lunch as needed. ● Gymnasium will be used if outdoor physical education cannot be conducted. When in gymnasium, students will participate in low impact, socially distanced physical activities. ● Phys. Ed. locker rooms and lockers will not be used.
Middle School	<ul style="list-style-type: none"> ● Lunch will be served in the cafeteria. Students will be seated in 6 foot intervals and in the same direction. ● Once the cafeteria is at capacity with safe social distancing, additional large classrooms and spaces will be used for lunch as needed. ● Gymnasium will be used if outdoor physical education cannot be conducted. When in gymnasium, students will participate in low impact, socially distanced physical activities. ● Phys. Ed. locker rooms and lockers will not be used.
Good Intent	<ul style="list-style-type: none"> ● All purpose rooms will be used for lunch and physical education. Students will be socially distanced at all times. ● An additional lunch period has been added to ensure student lunch sizes are reduced. ● Cohorts will be scheduled on the playground on certain days.
Lake Tract	<ul style="list-style-type: none"> ● Students will eat lunch in their classrooms one grade level at a time. ● Recess will occur outdoors - weather permitting and students will be given a designated area in the play yard. ● Cohorts will be scheduled on the playground on certain days.
Oak Valley	<ul style="list-style-type: none"> ● All purpose rooms will be used for lunch and physical education. Students will be socially distanced at all times. ● An additional lunch period has been added to ensure student lunch sizes are reduced. ● Cohorts will be scheduled on the playground on certain days.
Shady Lane	<ul style="list-style-type: none"> ● Lunch will be served in the upper all-purpose room. ● Both all purpose rooms will be utilized to socially distance students for lunch. ● Recess will occur outdoors - weather permitting and students will be given a designated area in the play yard. Cohorts will be scheduled

	on the playground on certain days.
Central	<ul style="list-style-type: none"> ● For Phys. Ed. and recess only with a limited number of students. ● No assemblies or large group activities. ● Lunch for students will be conducted in classrooms.
Pine Acres	<ul style="list-style-type: none"> ● Lunch will be served in the cafeteria. Students will be seated in 6 foot intervals and in the same direction. ● Once the cafeteria is at capacity with safe social distancing, the art room will be used seating one student per table.

12. Scheduling/Movement

School	Plan for Schedule and Student Movement
High School	<ul style="list-style-type: none"> ● Students will still switch classes for each subject. The master schedule has been switched to block schedule for this school year to minimize student traffic in the hallways. ● Students will be released from class on a staggered schedule by hallway. ● Traffic flow will be taped to the floor and the hallway will be split into highways. ● Stairwells will be designated as up or down. ● Student lockers will not be used until winter when jackets are required and need to be stored.
Middle School	<ul style="list-style-type: none"> ● Students will still switch classes for each subject. ● Students will be released from class on a staggered schedule by hallway. ● Traffic flow will be taped to the floor and the hallway will be split into highways. ● Stairwells will be designated as up or down. ● Student lockers will not be used until winter when jackets are required and need to be stored.
Good Intent	<ul style="list-style-type: none"> ● Student movement in the hallways will be kept to an absolute minimum. ● Classrooms that do not have a lavatory will have a schedule - which will coincide with the hand washing schedule. ● Traffic flow will be taped to the floor and the hallway will be split into highways.
Lake Tract	<ul style="list-style-type: none"> ● Student movement in the hallways will be kept to an absolute minimum.

		<ul style="list-style-type: none"> ● Classrooms that do not have a lavatory will have a schedule - which will coincide with the hand washing schedule. ● Traffic flow will be taped to the floor and the hallway will be split into highways.
	Oak Valley	<ul style="list-style-type: none"> ● Student movement in the hallways will be kept to an absolute minimum. ● Classrooms that do not have a lavatory will have a schedule - which will coincide with the hand washing schedule. ● Traffic flow will be taped to the floor and the hallway will be split into highways.
	Shady Lane	<ul style="list-style-type: none"> ● Student movement in the hallways will be kept to an absolute minimum. ● Classrooms that do not have a lavatory will have a schedule - which will coincide with the hand washing schedule. ● Traffic flow will be taped to the floor and the hallway will be split into highways.
	Central	<ul style="list-style-type: none"> ● Student movement in the hallways will be kept to an absolute minimum. ● Special area teachers will go to the students' homeroom/cohort classroom instead of conducting lessons in their own classrooms. <ul style="list-style-type: none"> ○ Special area classrooms will be phased in as deemed safe and restrictions begin to be lifted. ● Most classrooms have a lavatory. Classrooms that do not have a lavatory will have a schedule - which will coincide with the hand washing schedule.
	Pine Acres	<ul style="list-style-type: none"> ● Student movement in the hallways will be kept to an absolute minimum. ● Special area teachers will go to the students' homeroom/cohort classroom instead of conducting lessons in their own classrooms. <ul style="list-style-type: none"> ○ Special area classrooms will be phased in as deemed safe and restrictions begin to be lifted. ● Most classrooms have a lavatory. Classrooms that do not have a lavatory will have a schedule - which will coincide with the hand washing schedule.

3. Transportation

1. Parents/guardians are encouraged to provide transportation to students (waive their transportation if possible) to maximize social distancing on the buses.
2. Face coverings or masks will be worn at all times by the drivers, aides, and students.
 - a. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
3. Social distancing on buses will be maintained at all times.
 - a. The maximum number of students on a bus is 22 students
 - b. One student per seat.
 - c. Alternating seating pattern.
 - d. No students sit in the row directly behind the driver.
 - e. Aides on the bus will ensure that students maintain social distance, face forward at all times, and leave their face coverings on during the trip.
4. Bus drivers will be reminded to take certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes).
5. Cleaning Procedures on the Bus
 - a. Drivers will follow the cleaning checklist to ensure that the seats and bus are cleaned thoroughly throughout the day during runs.
 - b. Cleaning Stage
 - i. Bus drivers and aides will use EPA approved sprays to spray and wipe the students' seats down between each bus run.
 - c. Disinfecting Stage
 - i. At the end of the day, the school buses will be sprayed and disinfected with an electrostatic fog sprayer.
6. Bus Loading/unloading procedures
 - a. Students will maintain 6 feet distance from one another while waiting to board the bus.
 - b. Students will be dismissed from the bus by calling out the student's seat number to maintain social distancing.
 - c. Students will be dismissed in each school by bus number on a staggered schedule to limit the number of students in the hallways and waiting to board the bus at one time.
7. Windows
 - a. Will be down at all times (weather permitting) to increase air flow throughout the bus.
8. Signage
 - a. Signs will be hung on the bus to emphasize:
 - i. Social distancing,
 - ii. Wearing of face masks,
 - iii. Keeping hands to yourself.
 - iv. Sitting facing forward.
 - v. Signs will be age-appropriate.

4. Student Flow, Entry, Exit, Common Areas

1. Student Flow
 - a. In-person instruction will operate at approximately 50% student capacity with Group A and B hybrid schedule.
 - b. Schools will:
 - i. Keep hallway traffic to a minimum and stagger release times to minimize the number of students in the hallway at once (middle and high schools).
 - ii. Split hallways into highways with traffic arrows on both sides of the road for foot traffic direction..
 - iii. Maintain up/down stair cases (middle and high schools).
 - iv. Stagger release times to and from the buses to minimize the hallway traffic at the beginning and end of the day (when all students are arriving or released).
 - c. Signage:
 - i. In hallways, classrooms, bathrooms, common areas, larger settings (all-purpose room, media center, gymnasium, etc.) reminding students:
 1. Hallway and stair traffic flow,
 2. Maintain social distancing,
 3. Proper hand-washing procedures,
 4. Cover their mouth when sneezing or coughing,
 5. Avoid touching their face,
 6. Wear face coverings over mouth and nose,
 7. Staying home when sick.
2. Parent Communication and Education
 - a. Principals will continue to communicate with parents/guardians with opening procedures and reminders. This will include:
 - i. Visitors
 1. Limiting the number of visitors to the school. Visitors should come out of absolute necessity.
 2. Visitors will be kept from entering the schools (if possible). Someone from office will receive an item at the door if dropping off (i.e. student lunch or change of clothes/mask).
 3. Any visitor required to enter the building will be required to wear a face mask/covering.
 - a. If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.
 - ii. Face Masks/Coverings for their Students
 1. Students will be required to wear a mask during the school day. A spare mask should be packed in the student's school bag.
 - a. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - b. Accommodations for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
 - c. Exceptions to the Requirement for Face Coverings
 - i. Doing so would inhibit the individual's health.

	<ul style="list-style-type: none"> ii. The individual is in extreme heat outdoors. iii. The individual is in water. iv. A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering. v. The student is under the age of two and could risk suffocation. <p>2. Students will be given a paper face mask if they forget theirs. If a pattern develops with students forgetting their face masks/coverings, the student will be sent home for remote instruction.</p> <p>3. Training for Staff</p> <ul style="list-style-type: none"> a. All district staff will be provided with COVID Protection Training for themselves and others upon their return to schools. <ul style="list-style-type: none"> i. Essential district personnel will also be trained on COVID-19 Contact Tracing (from Johns Hopkins University) in an effort to assist the county health department if there is a positive COVID-19 case in a school. b. Time will be built into the professional learning days at the beginning of the 2020-2021 school year to prepare staff for in school/district operation procedures in concurrence with the NJDOE The Road Back: Restart and Recovery Plan and the CDC Guidelines.
<p><u>#5: Screening, PPE, and Response to Students and Staff Presenting Symptoms</u></p>	<ul style="list-style-type: none"> 1. The district will comply with the CDC's Interim Guidance for Administrators of K-12 Schools to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19). 2. Student Symptom Check <ul style="list-style-type: none"> a. Students' symptoms will be checked safely and respectfully through a screening questionnaire prior to leaving the bus or entering the school (if walker or dropped off by parent). b. Staff must visually check students and employees for symptoms upon arrival (which may include temperature checks if necessary) and/or confirm with families that students are free of COVID-19 symptoms. c. Results of signs/symptoms of COVID-19 will be documented and reported to the nurse and principal by staff members. d. All student screening procedures will take into account students with disabilities and accommodations that may be needed in the screening process for those students. e. Staff will be assigned to a station or location to complete this task. f. A letter to parents will be sent home from the district nurses explaining to parents the symptoms list of COVID-19 and what to do if a student presents any symptoms. <ul style="list-style-type: none"> i. Parents/guardians will be STRONGLY encouraged to screen their children prior to sending them on bus or transporting them to school. If a student presents symptoms while at home, they should attend school remotely (as far as their symptoms allow). Students would be required to work remotely until the symptom free for 72 hours. ii. Students are STRONGLY encouraged to stay home and seek treatment if they present any symptoms. g. Each school will provide physical guides (tape and/or cones) to help ensure that staff and students remain at least six feet apart in lines to enter or exit the building. h. Face coverings are required at all times of staff and students. 3. Staff Symptom Check

- a. All district staff will complete a symptoms screening questionnaire digitally prior to reporting to their designated school or office.
- b. Results of signs/symptoms of COVID-19 will be documented and reported to the nurse and principal by staff members.
- c. Questionnaires will be reviewed by the school nurse for symptoms.
- d. Staff is STRONGLY encouraged to stay home and seek treatment if they present any symptoms.

4. Symptoms of COVID-19

- a. Students and staff may be asked to leave or not come into school if exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:
 - i. A fever of 100° F or greater
 - ii. Cough
 - iii. Shortness of breath or difficulty breathing
 - iv. Chills
 - v. Repeated shaking with chills
 - vi. Muscle pain } Headache
 - vii. Sore throat
 - viii. New loss of taste or smell
 - ix. Fatigue
 - x. Congestion or runny nose
 - xi. Nausea or vomiting
 - xii. Diarrhea

5. If student/staff present symptoms while in school:

- a. They will be safely and respectfully isolated from the others in an isolation room (until they can be safely taken home).
- b. They will be sent home if they present any of the symptoms of COVID-19.
 - i. Require a doctor's note upon their return
 - ii. Be symptom free for at least 72 hours (without medication).

6. If a student or staff member tests positive for COVID-19

- a. Immediately contact the County Health Department.
- b. The county health department will contact school to determine close contacts to recommend next steps, which could include:
 - i. Self-quarantining
 - ii. Provide education
 - iii. Support in-risk mitigation strategies
- c. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
- d. The superintendent, in conjunction with the county health department and the board of education, will make a decision whether or not to close the classroom, school or district as a result.

7. Personal Protective Equipment (PPE)

- a. Students and staff are required to wear facemasks at all times when in the school building.
 - i. Unless wearing a face mask would inhibit the individual's health.
 - ii. Accommodations for students will be made according to that student's need and in

	<p>accordance with all applicable laws and regulations.</p> <ul style="list-style-type: none"> b. Face shields will be provided to staff as an alternative PPE while instructing and communicating with students (where seeing their whole face is necessary). c. Gloves will be provided to staff members for when they have to clean or handle items that are not their own or that are not disinfected. d. Back-up paper face masks will be provided in each classroom and office to staff and students.
<p><u>6. Contact Tracing</u></p>	<ul style="list-style-type: none"> 1. Contact tracing is the process used to identify those who have come into contact with people who have tested positive for COVID-19. <ul style="list-style-type: none"> a. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by Deptford School District, have been or will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. b. Our district has engaged our school nurses, through the leadership of the head nurse, to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing. c. Our district nurses will collaborate with the local health department through meetings and training to identify students/staff who test positive for COVID-19. 2. Educate and communicate with staff, families, and the broader community on the role of contact tracing in keeping communities safe. <ul style="list-style-type: none"> a. The superintendent and any designee(s) will communicate any trends or recommendations from the county, state or federal health department that impact the district/school community with regard to COVID-19. b. The superintendent and any designee(s) will handle notifications and carry out contact tracing policy, ensuring compliance with FERPA and HIPAA. 3. Deptford Township School Contact Tracing Policy <ul style="list-style-type: none"> a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes. b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts. c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them. d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner. e. The school district shall allow staff, students, and families to self-report symptoms and/or suspected exposure.
<p><u>7. Facilities Cleaning Practices</u></p>	<ul style="list-style-type: none"> 1. Districts will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. 2. Adopting and implementing the procedure manual for cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used in all schools and offices. This includes: <ul style="list-style-type: none"> a. The schedule for increased, routine cleaning and disinfection included in the district's policy. <ul style="list-style-type: none"> i. Routinely clean (multiple times per day) and disinfect surfaces and objects that are frequently touched. <ul style="list-style-type: none"> 1. Examples of frequently touched areas in our schools:

- a. Classroom desks and chairs
- b. Lunchroom tables and chairs
- c. Door handles and push plates
- d. Handrails
- e. Kitchens and bathrooms
- f. Light switches
- g. Handles on equipment (e.g. athletic equipment)
- h. Buttons on vending machines and elevators
- i. Shared telephones
- j. Shared desktops
- k. Shared computer keyboards and mice
- l. Drinking fountains (will not be used)
 - i. Drinking fountains will be cleaned and sanitized but staff and students are encouraged to bring their own water to minimize use and touching of water fountains.

m. School bus seats and windows

- 2. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).
- 3. Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

ii. Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Cleaning products will follow the EPA-approved for use against the virus that causes COVID-19.

- 1. The staff will follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) Develop a procedures manual to establish cleaning/disinfecting schedules for routine and post-positive case instances

iii. Classrooms will be provided with EPA-approved sanitizing wipes, sprays, and disinfectant to certificated staff in case the need for it arises throughout the course of the period or day.

iv. All cleaning products will be safely stored and kept out of reach of young children and appropriate ventilation will be ensured so students and staff are not exposed to toxins or fumes.

3. Cleaning Procedures on the Bus

a. Drivers will follow the cleaning checklist to ensure that the seats and bus are cleaned thoroughly throughout the day during runs.

b. Cleaning Stage

i. Bus drivers and aides will use EPA approved sprays to spray and wipe the students' seats down between each bus run.

c. Disinfecting Stage

i. At the end of the day, the school buses will be sprayed and disinfected with an electrostatic fog sprayer.

4. Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:

a. Schools might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building.

b. If this happens, the district will follow the CDC recommended procedures:

	<ul style="list-style-type: none"> i. Close off areas used by a sick person and do not use before cleaning and disinfection. ii. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. iii. Open outside doors and windows to increase air circulation in the area. iv. Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces. <p>5. Training Personnel on Cleaning and Disinfecting Procedures</p> <ul style="list-style-type: none"> a. It may be necessary to provide additional training to the personnel responsible for cleaning and sanitizing school buses and classrooms. <ul style="list-style-type: none"> i. Topics include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing). ii. The facilities manager, the assistant supervisor of custodians, and the assistant supervisor of buildings and grounds will ensure the proper training of staff on specific cleaning procedures
<u>Meals/Food Service</u>	<p>1. Cafeteria/All-Purpose Room Procedures for Student Dining</p> <ul style="list-style-type: none"> a. Schools will be using the cafeteria or all-purpose rooms for student dining. <ul style="list-style-type: none"> i. Hand washing schedule before and after lunch/recess for all students. ii. Lunch schedules and student food service practices will be staggered to maintain social distancing while students occupy the cafeteria/all-purpose room. <ul style="list-style-type: none"> 1. Meals will be served in classrooms, alternative placements, and outside when possible to minimize the amount of students/groups in a dining area. iii. Students will be spaced 6 feet apart and facing the same direction while seated in the cafeteria for meals. iv. Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA. v. Individuals must wash their hands after removing their gloves or after directly handling used food service items. vi. Meals will be served in pre-packaged boxes/bags and prepared plates. Students will not select items from the assembly line. vii. Cafeteria aides and monitors will ensure students are not sharing food. viii. All serving items are disposable (e.g., utensils, dishes).
<u>Recess/Physical Education</u>	<ul style="list-style-type: none"> 1. Groups at Recess and Phys. Ed. <ul style="list-style-type: none"> a. Stagger groups/cohorts and designate spaces for each group (to avoid contact mixing). b. If groups are at recess simultaneously create 6' separation (designated spaces for groups). c. Markers (cones, flags, tape, or other signs) will create boundaries between groups, use of spaces/stations. d. Stagger the use of playground equipment and establish frequent disinfecting protocols. 2. Always wash hands immediately after outdoor recess and physical education. 3. Physical education locker rooms will not be used at the middle and high schools until deemed safe to do so. <ul style="list-style-type: none"> a. Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

	<ul style="list-style-type: none"> b. Sharing of equipment will be minimized. <ul style="list-style-type: none"> i. Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. ii. If equipment must be shared, clean and disinfect between each use.
<u>Field Trips, Extra-Curricular Activities, Use of Facilities by Outside Groups outside of School Hours</u>	<ul style="list-style-type: none"> 1. Field Trips <ul style="list-style-type: none"> a. All field trips have been suspended until the COVID-19 restrictions have been lifted. b. The senior trip is being evaluated by administration as a possibility in the spring of 2021. 2. Assemblies, Large Group Gathering <ul style="list-style-type: none"> a. All assemblies have been suspended until the COVID-19 restrictions have been lifted. 3. Use of Facilities by Outside Groups <ul style="list-style-type: none"> a. All requests for the use of facilities by outside organizations have been suspended until the COVID-19 restrictions have been lifted.
Social Emotional Learning (SEL) and School Culture and Climate	
<u>Educator Well-Being</u>	<ul style="list-style-type: none"> 1. The district and each school will establish climate and culture, more specifically, social and emotional learning (SEL) and how critical it is in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. <ul style="list-style-type: none"> a. The district MTSS plan will include support to address staff well-being and services that can be provided to staff to ensure their needs are being met. b. The leaders of the district will thoughtfully plan for how to best support the well-being of educators. <ul style="list-style-type: none"> i. It is understood that as educators' social-emotional state improves, they will better be able to support the social- emotional well-being and learning needs of their students. ii. The districts will account for the well-being of their educators and staff as they develop their reopening plans. Considerations include: <ul style="list-style-type: none"> 1. Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing. 2. Prioritize educator self-care and wellness through the summer and at the start of the 2020- 2021 school year. <ul style="list-style-type: none"> a. A survey of staff indicated that they are mostly concerned with adequate PPE for staff and students and time to prepare lessons for the school year. 3. Support educators' access to mental and behavioral resources and encourage them to utilize these services. 4. Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.
<u>Trauma-Informed SEL- Before September</u> <u>Trauma-Informed SEL- School Year</u>	<ul style="list-style-type: none"> 1. Staff and Student Trauma <ul style="list-style-type: none"> a. MTSS committee to develop a success plan (August 27, 2020) to return to schools that aims to: <ul style="list-style-type: none"> i. Develop a long-term recovery plan for mental health. ii. Prepare comprehensive universal supports & methods to identify those who require more intensive interventions. iii. Develop a mental health resource map for staff and students. iv. Plan for professional development & emotional care for staff. b. Trauma-informed approaches within the schools and district

- i. Realizing the widespread impact of trauma and pathways to recovery
- ii. Recognizing traumas signs and symptoms
- iii. Responding by integrating knowledge about trauma into all facets of the system
- iv. Resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices.

2. Importance of SEL to student success

- a. Relationships – assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes.
- b. Parental Support and Engagement – assesses the degree to which parents and community members are incorporated into both the social and academic fabric of the school.
- c. Emotional Environment – addresses attitudes toward the social environment.
- d. Morale in the School Community – addresses the “pride of place” as ownership and identification with the school’s central character, as well as measuring the degree of “belonging” of school stakeholders.
- e. Safety – addresses attitudes toward the individual’s sense of physical safety in and around the school.
- f. Teaching and Learning – focuses on the academic climate of the school and probes support for student development.
- g. Physical Environment – addresses scheduling, the use of the building and attitudes toward the building.
- h. Perception of Administration Support – (staff only) addresses the school leadership’s perceived ability to support and rally the school community’s quality of communication, levels of integrity, ease of teamwork, and promotion of professional and academic success.
- i. Inclusion and Diversity – assesses attitudes toward the issues of diversity, inclusion and respect for differences to others.

3. Staffing for SEL needs

- a. Establishing routines and maintaining clear communication;
- b. Prioritizing relationships and well-being over assignment and behavioral compliance, and
- c. Supporting students and staff in feeling safe, connected, and hopeful.

4. Deliberate Opportunities to Connect

- a. Make deliberate efforts to communicate the importance of SEL and how it relates to student success in our schools and district to students and families.
- b. Maintain many of our parent-school relationships and committees
 - i. Increase family engagement through PTA, Parents of Progress, and SEPAG membership drives.
 - ii. Increase parent engagement in Back to School Nights & Parent Teacher Conferences with live streaming or Zoom.
 - iii. Provide Community Based Instruction for middle and high school students with special needs.
- c. Facilitate opportunities for connection and reflection among students, families, and staff (i.e. virtual Parents of Progress meetings, small group online meetings, surveys, etc.) in an effort for the school community to ensure that parents and students’ voices are heard.

5. Professional Development

- a. Maintain our relationship with our SEL coordinator from the state (Chelsea Collins from NJDOE) and continue our district-based SEL professional development for year #2.

	<ul style="list-style-type: none"> b. Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction). } Understanding and utilization of trauma-informed practices. c. Protocol for identifying and supporting students who may be experiencing social emotional, behavioral, and mental health challenges. <ol style="list-style-type: none"> 6. School counselors and child study team members will reach out to students and parents on a daily or weekly basis (depending on the need) to ensure that all students and their family are able to connect with any needed support. In addition to in-school structures (i.e., mentors, advisory classes), schools may want to consider community partners who may be able to connect with students and families and supplement the services already being provided by the school. 7. Initiating access and protocol to mental health and trauma supports for adults and students, which include establishing partnerships with outside entities and agencies. <ol style="list-style-type: none"> a. Continually conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person, hybrid, and virtual). 8. Create opportunities for staff and students to reflect on SEL competencies. <ol style="list-style-type: none"> a. Consider instructional strategies that best work for your school's context (i.e. community meetings, small group mentoring, brain breaks). b. Conversations and support groups with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them. <ol style="list-style-type: none"> i. Conversations should take part in a safe space where participants demonstrate respect to each other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussions revolving around inequity. ii. Topics you may consider include but are not limited to: <ol style="list-style-type: none"> 1. Potential increases in bullying behavior; 2. Grief, loss, and trauma; 3. Mental health and supportive behaviors; 4. Bias, prejudice, and stigma; 5. Preparedness, hope, and resilience; and 6. Fear and anxiety. iii. Staff will be trained as necessary, and schools should be prepared to support both staff and students that may feel unnerved by these topics or conversations. iv. Schools will be prepared to support an influx of students who may need counseling support.
<p><u>School Culture and Climate</u></p>	<ol style="list-style-type: none"> 1. Positive School Culture <ol style="list-style-type: none"> a. In addition to providing a safe and sterile learning environment, principals and their task force team will create a positive school climate and culture that will address the issues raised by the COVID-19. b. They will focus on enhancing the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver instruction most effectively. <ol style="list-style-type: none"> i. Schools are encouraged to keep many school-wide themes (anti-bullying, school-based initiatives, PTA contributions, etc.) c. In order to improve school culture and climate, districts should:

- i. Prioritize the health and emotional well-being of staff and students above all else;
- ii. Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- iii. Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

Utilizing the Strengths of Staff

1. Principals and supervisors will recognize and empower the strengths of educators and staff and their significant role in the context of SEL.
 - a. Action steps outlined in the section on trauma-informed SEL.
 - i. School Leaders
 1. Utilize newsletters, the school website, and/or social media to continually communicate with families and staff about the application and importance of SEL.
 2. Evaluate staff capacity and student needs when determining essential personnel for next school year.
 3. Facilitate and/or host opportunities for students, staff, and families to connect and reflect.
 4. Evaluate school policies and protocols to ensure systems are in place to support students' social-emotional needs.
 5. Establish the vision of making sure all students have at least 1 caring staff member checking in on them.
 6. Prioritize needed professional development for staff.
 7. Collaborate with outside entities and agencies in order to establish partnerships to provide mental health and trauma supports to adults and students.
 8. Create opportunities for staff to regularly practice and reflect on their social and emotional competencies. Establish the expectation that all school staff should work to support students to do the same.
 9. Provide school staff with training and support on facilitating difficult conversations and then empower them to engage students in these dialogues.
 10. Ensure that systems are set-up to identify staff or students that may be struggling and best support their needs.
 - ii. Student Support Staff
 1. Provide school leaders and teachers with resources on SEL and trauma.
 2. Connect with students and families to provide any needed supports.
 3. Provide professional development to colleagues on areas of expertise and attend professional development to obtain greater understanding.
 4. Support school leaders in establishing protocols for identifying and supporting students' social-emotional needs and provide training to school staff on utilizing protocols.
 5. Take on a leadership role in supporting student-staff relationships and connections.
 6. Support students and families with accessing school and community supports and develop materials to communicate these services.
 7. Utilize strategies to promote the continual development of staff and student social and emotional competencies.
 8. Provide support to teachers as they work to increase the social and emotional competencies of students.
 9. Support teachers in having difficult conversations with students and provide assistance to students as needed.

10. Continually evaluate the systems to identify staff and student needs and make adjustments to best support the school community and individuals.
- iii. Teachers
 1. Embed SEL skills and strategies in remote learning with students.
 2. Provide students with opportunities to connect with other students (within learning and socially).
 3. Be aware of any changes in student behavior and report concerns pursuant to district policy.
 4. Attend professional development to enhance skills and share strategies you have found to be successful with colleagues.
 5. Continue to acquire resources/strategies which you may utilize to build strong, positive relationships in your class.
 6. Familiarize yourself with any resources shared by school leaders or counselors to support students' social-emotional needs in the school and community.
 7. Utilize instructional strategies to continually promote the development of students' social and emotional competencies.
 8. Facilitate difficult conversations with students.
 9. Apply the school's protocol for identifying students who may be struggling and implement strategies recommended by the school counselor or other professionals

Multi-Tiered System of Supports (MTSS)

1. **Planning committee to create MTSS Plan for District**
2. Goals:
 - a. **The district administrative team will commit to support a Multi-Tiered System of Supports for all students that synthesizes a positive school culture/climate, family and community engagement to resume instruction during the COVID-19 pandemic for the 2020-2021 school year.**
 - i. Resume school functioning based on NJ DOE Guidelines for Covid-19 (on-site, hybrid, and/or remote instruction)
 - ii. Option for staff & students to continue remote learning with high risk populations.
 - iii. Educate staff & families about health standards & protocols
 - iv. Increase family engagement through PTA, Parents of Progress, and SEPAG membership drives
 - v. Increase parent engagement in Back to School Nights & Parent Teacher Conferences with live streaming or Zoom.
 - vi. Provide Community Based Instruction for middle and high school students with special needs.
 - b. Utilize quarter one to establish emotionally safe learning environments, review essential academic standards from previous grade, and conduct formative assessments to determine level of regression and/or mental health needs for each student.
 - c. Create pre-referral intervention plans for students who need more support based on universal screening measures (academic & mental health).
 - d. Monitor progress of pre-referral intervention plan through data entry in Hibstervention. Use data-based decision making and progress monitoring to adjust pre-referral plans as needed.
 - i. Tier 1 - Quarter 1 - Establish classroom and school management routines & procedures to support re-entry:
 1. Use IXL Diagnostic Assessments as needed
 2. Dyslexia Screening Procedures -while it may be needed at any ages, focus on grade

- one
 - 3. Mental Health screening for at-risk students
 - 4. Professional development in MTSS and Hibstervention
 - 5. LinkIt benchmark testing end of quarter one
 - 6. Use the Benchmark Assessment System (BAS) in ELA to assess entry levels in reading.
 - 7. Use informal formative assessments to inform instruction.
 - ii. Tier 2 - Quarter 2 - Review pre-referral intervention plans and submit to building MTSS Coordinator to review and set up:
 - 1. I&RS meetings.
 - a. Options:
 - i. BSI support,
 - ii. ELL support,
 - iii. After School tutoring;
 - iv. I&RS Action Plan (5-6 weeks);
 - v. Functional Behavior Assessment;
 - vi. Behavioral Intervention Plan;
 - vii. Targeted Online work with progress monitoring.
 - iii. Tier 3 - Quarter 3 - Review and revise I&RS intervention plan to increase intensity or duration of interventions that are working and possibly refer to special education for evaluation.
 - 1. BSI support during Enrichment & Intervention period (elementary)
 - 2. Wilson reading tutoring
 - 3. Individual tutoring
 - iv. Establish timelines when to move between tiers.
- e. Design high-quality learning environments that fosters individual student achievement through the Core Standards Based Curriculum and instructional practices, building- based collaborative problem-solving teams (MTSS), and staff professional development in Response to Intervention (RTI) and the social/ emotional needs of students in the age of COVID-19.

3. Collaborative Problem-Solving Teams

- a. School principal or designee
- b. MTSS Coordinators/Head Teacher in each school
- c. I&RS Team of teachers, CST and instructional support staff
- d. Family member

4. Family Engagement

- a. Involve families in the decision making process for their child's plan.
- b. Support accommodations for in-home learning and intervention activities.

5. Data-based Decision Making

- a. Review multiple forms/methods of assessment
- b. Data from many areas paints a better picture.
- c. Coordinated system of assessments and data collection.

1. Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral and social-emotional needs of students with interventions both inside and outside of the school environment.
 - a. **Mental Health Supports**
 - i. A district's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year.
 - ii. If in-person instruction is not feasible, districts must find other ways to assess and monitor students' mental health.
 1. **Tier 1 – Prevention and Universal Supports for All Students and Families**
 - a. Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
 - b. Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.
 - c. Continue or develop efforts to provide Social and Emotional Learning (SEL) programming.
 - d. Consider planned check-ins with teachers and parents to assist in identifying at-risk students.
 - e. Share information with parents and educators regarding how to identify when a student may be struggling with a mental health issue.
 2. Tier 2 – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or substance abuse
 - a. Consider utilizing existing staff (School Psychologists, Social Workers, and/or school counselors) to provide support for students who are identified as needing assistance.
 - b. Connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports (see resources below).
 - c. Proactively reach out to the Care Management Organization in our County to establish connections to better support families who may be receiving or in need of Tier 2 or 3 supports outside of school.
 - d. Explore higher education partnerships (school psychology and/or social work programs) to assist with the further development of mental health curriculum resources and supports.
 3. Tier 3 – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions
 - a. Consider the school district's capacity to provide students with individualized counseling, monitoring of progress, and therapeutic support through existing programs and current staff.
 - b. Collaborate with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports (see resources provided in Appendix B).
 - c. Connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed.
 - b. **Primary Health and Dental Care**
 - i. Referrals will be given to government agencies such as the NJ Department of Children and Families and the Department of Human Services as well as local community health care providers and maintain lists of resources for families seeking access to healthcare programs, such as NJ Family Care, NJSNAP, NJHelps, Federally Qualifying Health Clinics, and dental

	<p>clinics.</p> <ul style="list-style-type: none"> ii. The districts should reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic. iii. The district will also consider the following: <ul style="list-style-type: none"> 1. School physicians should be utilized in addressing the needs of students in both remote and hybrid scenarios. 2. Engage school nurses in planning to meet the physical health, dental, and mental health needs of students in virtual, hybrid, or in-person school environments. 3. School physicians should also be utilized in addressing the needs of students in both remote and hybrid scenarios. 4. Reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic. 5. Consider a virtual school health office model to address school health needs. c. Family Engagement <ul style="list-style-type: none"> i. In conducting family engagement, the district will consider the following: <ul style="list-style-type: none"> 1. Administer a survey to parents in your district in multiple languages based on your district's demographics to assess the needs of families during the reopening phase. Consider using multiple platforms to administer this survey. 2. Involve parents/guardians in district- and school- level planning teams. Communicate plans in writing, in multiple languages based on your district's demographics outlining your plans for the upcoming academic year, including your expectations for students and families. Use multiple platforms to disseminate this information. 3. Establish, strengthen, or continue valuable partnerships with municipal recreation departments and adult education programs, local community service organizations, nonprofits, businesses, cultural organizations, religious organizations, and state agencies such as the Department of Children and Families. 4. Utilize county-based resources such as the Children's Interagency Coordinating Council to assist in making connections to organizations serving the local community. 5. Conduct virtual home visits during the pandemic as a way for teachers to learn more about the families of their students, get the parents more involved in their child's education, and bridge cultural gaps that may exist.
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Food Service and Distribution

	<ul style="list-style-type: none"> 1. Food service plan and meal distribution for in-person instruction is listed above. 2. Meal distribution for students on remote learning will take place just like it did in the spring of 2020. <ul style="list-style-type: none"> a. Two meals per child per day b. All students of Deptford Township Schools c. Meals are distributed on: <ul style="list-style-type: none"> i. Mondays – for Monday and Tuesday ii. Wednesdays - for Wednesday, Thursday, and Friday 3. Parents will be notified via the daily announcements regarding how to place breakfast and lunch order for the next day. <ul style="list-style-type: none"> a. Meals will only be distributed on a Monday and Wednesday schedule. b. Both breakfast and lunch will be provided at the same meal pick-up. c. Parents/guardians may select an option when placing their order the day before.
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	<ol style="list-style-type: none"> d. All meals will meet the federal requirements for Nutrition Standards in the National School Lunch and School Breakfast Programs. <ol style="list-style-type: none"> i. Parents will call in or email and select an option for breakfast and lunch for the next day. ii. This will allow the cafeteria staff to prepare for the number of meals expected. iii. Three satellite schools are equipped and prepared for distribution of meals (as needed). 4. Individuals must wash their hands after removing their gloves or after directly handling used food service items.
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Quality Child Care

	<ol style="list-style-type: none"> 1. District has a before and after-care program available to students depending on their hybrid schedule (Spartan Care). 2. Schools will provide parents with a list of daycare centers within the vicinity of their school.
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Leadership and Planning

Requirements to Re-Open

<i>Critical Area</i>	<i>District Actions and Person(s) Responsible</i>
<u>What We Know</u>	<ol style="list-style-type: none"> 1. Public Health Trends Support School Re-Opening 2. Schools Must Reopen for In-Person Instruction Start of School Year 3. Many Schools Will Operate on Reduced Capacity 4. Districts Need to Prepare to Pivot to Remote Instruction
<u>Operational Requirements</u>	<ol style="list-style-type: none"> 1. Prepare Buildings and Grounds 2. Form Pandemic Response team in the District 3. Clear Communications Protocols 4. Adopt Contingency Plans in Event Schools Must Close 5. Collect Feedback from Stakeholders 6. Key Considerations re: Policy and Practice Changes

School-Level Pandemic Response Teams

<u>Establish School-Level Pandemic Response Teams (PRT)</u>	School-Level Pandemic Response Teams are still being developed.	
	School	School Level Pandemic Response Team
	High School	
	Middle School	

Good Intent	
Lake Tract	
Oak Valley	
Shady Lane	
Central	
Pine Acres	

School	PRT Goals
High School	
Middle School	
Good Intent	
Lake Tract	
Oak Valley	
Shady Lane	
Central	
Pine Acres	

Scheduling

District Learning Schedule and Considerations

1. School Year
 - A. The school year will still consist of 180 student learning days.
 - B. Professional development days for teachers have been consolidated into the Wednesday remote learning day for all students.
 - C. Teachers will be given time on Wednesdays to check in with their students and be given training and professional planning time.
2. School Day
 - A. The school day will still be 7 hours and 15 minutes for all students.
 - B. There will be a one-hour delay for all hybrid students for teachers to commonly plan their day and get their lesson planned and assigned in Canvas. This will address all students' learning modules.
 - C. Students will log into their Canvas classroom at their regularly scheduled time for their school start.

	<p>D. All courses will be run from their Canvas page regardless if the student is remote or hybrid.</p> <p>3. Canvas Learning Management</p> <ul style="list-style-type: none"> A. ALL courses will be run from Canvas Learning Management ensuring that the same instruction and lessons occurs between students regardless of hybrid or remote learning selection. B. Teachers will “check in” and remediate/enrich skills with remote students during the 1 hour planning period and during their regularly scheduled preparatory period. C. Teachers will “check in” and remediate/enrich skills hybrid students during their in-person attendance. D. Support staff (basic skills teachers, in-class resources teachers, paraprofessionals) will establish a scheduled routine for connecting with students on a daily basis. <p>4. Hybrid Guidelines</p> <ul style="list-style-type: none"> A. As mentioned previously, the aim of the hybrid schedule is to maximize student social distancing by having only 50% capacity (maximum) in schools at one time. B. This district would follow a “flipped classroom” model for student instruction. <ul style="list-style-type: none"> 1. All students will receive the same lesson of instruction through Canvas Learning Management regardless of their hybrid group (A or B) or our remote learning group (R). 2. Teachers will support students, reinforce and enrich the skills taught in the online lesson during the in-person days for the students on the hybrid schedule. Students on the remote schedule will have check-ins (email, phone, Canvas Conferencing) with their teachers during their scheduled office hours. C. Our hybrid learning schedule will consist of: <ul style="list-style-type: none"> 1. Cohort A attending in person instruction on Mondays and Thursdays. 2. Cohort B will be attending in-person instruction on Tuesdays and Fridays. 3. All students will work remotely on Wednesdays. D. Siblings (any students in the same household) <p>5. Accommodations for Staff</p> <ul style="list-style-type: none"> A. Teachers who have a medical condition that prevents them from providing in-person instruction will still be assigned a teaching schedule with students. B. Teachers will be creating and assigning lessons and learning activities through Canvas Learning Management the same as if they were within the four walls of their school. <ul style="list-style-type: none"> 1. Proctors will supervise the classroom and students while the teacher provides virtual remediation and enrichment to students. 2. Teachers working remotely will be live streaming to the Smartboard in the classroom and will answer any questions any students have.
<p><u>Implementation Strategies & Digital Divide</u></p>	<p>1. Communication</p> <ul style="list-style-type: none"> A. Teachers will communicate with students on a daily basis regardless of remote or hybrid instruction model with their assigned prep periods and one hour of remote instruction planning. B. Parents/guardians were being given tutorials and instruction on how to log into Canvas and access the parent portal. C. Principals will continue to keep parents/guardians informed of the operations at the

school to ensure the students' health and safety and integrity of their instruction.

2. Attendance

A. Hybrid Learning Schedule

1. In-Person Day - Attendance will be taken daily for in-person by a student being present in the classroom.
 - a. If a student is not present in school, then their Canvas account will be checked to see if they logged in.
 - b. If a student is not present and has not logged into their Canvas account, the student will be marked absent.
2. Remote Learning Day - Attendance will be taken virtually by a student's login in time to Canvas.
 - a. If a student is not present and has not logged into their Canvas account, the student will be marked absent.

B. Remote Learning Schedule

1. Attendance will be taken virtually by a student's login in time to Canvas.
 - a. If a student is not present and has not logged into their Canvas account, the student will be marked absent.

3. Digital Divide

A. Students enrolled in the hybrid or remote learning schedules will need access to Chromebooks to view lessons and complete learning activities.

1. Students will be distributed a Chromebook based on financial need. Parents are encouraged to provide their own device for learning (as the need for Chromebook will only be during the at-home learning process).
2. Students/parents in need of a device will be able to request through our district "[Student Return to School Plan](#)."
 - a. This plan form was sent out to all parents in our mass emailing of our district learning plan for the 2020-2021 school year.
 - b. This form is also linked to the district website.
 - c. It is also available in paper form and can be picked up at any school.
 - d. Parents can also complete over the phone with school secretaries.
3. Chromebooks will be distributed to students from September 1 - 11.
4. After completing the online form, the schools and technology department will assign a device to each student (with the serial number assigned and designated in Genesis).
5. If during the school year a family loses digital capability, they will have the ability to reach out to the district to request a device for pick-up at their school.

4. Professional Development

- A. Hybrid Learning Committees will meet this summer to transfer all curriculum and classroom instruction to Canvas Learning Management and meet the needs of the "flipped classroom" model.
- B. Canvas Training for Beginner and Intermediate/Advanced Levels

5. Accommodations

- A. Most severe students will attend all four days of in-person instruction.
 - B. This includes, but is not limited to the following self-contained classroom
 - C. Students in self contained MD programs that would benefit from a transition program to familiarize themselves with the school building will occur during the last three weeks in August. Families will be afforded the opportunity to meet one time a week with a BCBA in an individual session to brainstorm any solutions to potential transition challenges
6. Learning Management System
- A. The district will be fully integrating Canvas for lessons and instruction for students grades K-12.

Staffing

Guidance

1. Mentoring
 - a. Teachers will follow the annually approved mentoring plan.
 - b. Teachers will also follow the guidance of the NJ Road Back Plan:
 1. Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 2. Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 3. Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 4. Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 5. Continue to maintain logs of mentoring contact.
 6. Mentor teachers should consider all health and safety measures when doing in-person observations.
 7. Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 8. Consider alternative methods for classroom observations and avoiding in-person contact where possible.
2. Educator/Administrator Evaluation
 - a. Teachers and administrators will be evaluated both through:
 1. In-person lesson observations and through a
 2. Portfolio process - collection of data and evidence over a period of time.
3. Certification
 - a. Teachers will still be guided through the provisional licensing process to standard certification.
4. Information/Support
 - a. <https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml>
 - b. <https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml>
EdTPA <https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml>
Certification <https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml>

<p><u>Instructional Staff</u></p>	<ol style="list-style-type: none"> 1. Reinforce social distancing protocol with students and co-teacher or support staff. 2. Limit group interactions to maintain safety. 3. Support school building safety logistics (entering, exiting, restrooms, etc.). 4. Become familiar with district online protocols and platforms. 5. Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings. 6. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities. 7. Provide regular feedback to students and families on expectations and progress. 8. Set clear expectations for remote and in-person students. 9. Assess student progress early and often and adjust instruction and/or methodology accordingly. 10. Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.). 11. Instruct and maintain good practice in digital citizenship for all students and staff. 12. Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics. 13. Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments. 14. Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool). 15. Limiting on-line activities for preschool students.
<p><u>Administrators</u></p>	<ol style="list-style-type: none"> 1. The district has established roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction. <ol style="list-style-type: none"> a. If a teacher must work from home, they will stream live with their class to provide instruction while a proctor is monitoring the students in the classroom. b. These teachers will also try to be paired in an in-class resource role so that another teacher is in the classroom with them as they live stream with students. c. Provide time for staff collaboration and planning (See Scheduling section). d. Prioritize practical science and practical CTE areas for on-site opportunities. e. Prioritize vulnerable student groups for face-to-face instruction. <ol style="list-style-type: none"> i. As mentioned previously, the self-contained students will be attending school on all four days of in-person instruction. f. Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment. g. Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered. h. Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction. <ol style="list-style-type: none"> i. Common planning and prep periods (especially on Wednesdays) will be scheduled for teachers one hour before the students arrive for teachers to prepare and deliver virtual lessons to ALL students. ii. This will also allow teachers to check in with their remote students for the day. i. Define and provide examples of high-quality instruction given context and resources available.

	<ul style="list-style-type: none"> j. Assess teacher, student, and parent needs regularly. k. Ensure students and parents receive necessary supports to ensure access to instruction. l. Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9). m. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
<p><u>Educational Services Staff</u></p>	<ul style="list-style-type: none"> 1. The following considerations are being given to the support staff of the school: <ul style="list-style-type: none"> a. Lead small group instruction in a virtual environment. b. Facilitate the virtual component of synchronous online interactions. c. Manage Canvas for small groups of in-person students while the teacher is remote. This is very critical for the medically fragile staff. d. Assist with the development and implementation of adjusted schedules. e. Plan for the completion of course requests and scheduling (secondary school). f. Assist teachers with providing updates to students and families. g. Support embedding of SEL into lessons. h. Lead small group instruction to ensure social distancing. i. Consider student grouping to maintain single classroom cohorts. j. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
<p><u>Support Staff</u></p>	<ul style="list-style-type: none"> 2. Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home. 3. Paraprofessionals may assist with: <ul style="list-style-type: none"> a. Lead small group instruction to ensure social distancing. b. Consider student grouping to maintain single classroom cohorts. c. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible. d. Pre-record read-alouds and videos around SEL activities and routines (P-2) Caption prerecorded instructional videos from general education teachers. e. Provide real-time support during virtual sessions. f. Research websites, videos, and links for accessible activities that teachers can incorporate into lessons. <ul style="list-style-type: none"> i. Support families and students in accessing and participating in remote learning. ii. Paraprofessionals can be added to online classes as co-teacher. g. Lead small group instruction in a virtual environment. h. Facilitate the virtual component of synchronous online interactions. i. Family Workers will need to provide support to parents via virtual platforms (Preschool).
<p>Athletics</p>	
	<ul style="list-style-type: none"> 1. As a member of NJSIAA, our district will conduct high school athletics in accordance with

	<p>protocol issued by the NJSIAA:</p> <ol style="list-style-type: none"> a. The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. b. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. c. Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020. d. The district has shared our scheduling plans with staff, families, and students at least four weeks before the start of the school year in order to allow families to plan child care and work arrangements. <ol style="list-style-type: none"> i. The summer workout cohorts for student-athletes will begin on August 17th. The cohorts will follow the Phase 1 guidelines until further notice. ii. Fall sports schedules have been placed on hold until the district administration and board of education feels comfortable with the landscape of the COVID-19 pandemic.
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Educator Roles Related to School Technology Needs

<p><u>Preparation</u></p>	<ol style="list-style-type: none"> 1. Support <ol style="list-style-type: none"> a. The district chief technology officer and her staff will provide teachers and parents with technical support via phone call or email. b. Access and support in Canvas can be provided and assisted by the classroom teacher. 2. Access <ol style="list-style-type: none"> a. A survey to teachers and families to determine technology needs/access. b. Consideration is being given to those that have access, but may be sharing personal devices with others. 3. Devices <ol style="list-style-type: none"> a. Chromebooks will be distributed to students in grades 3-12. Students/families in grades K-2 will be provided a device for home based on financial need. 4. Setup/Training <ol style="list-style-type: none"> a. Tutorials for parents and teachers will be provided on how to log in and monitor student progress in Canvas.
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Policy and Funding

School Funding

<i>Critical Area</i>	<i>District Actions and Person(s) Responsible</i>
<p><u>ESSE Relief Fund (CARES)</u></p>	<ol style="list-style-type: none"> 1. Funding has been applied for and received for the CARES grant 2. Allocation <ol style="list-style-type: none"> a. Professional Development - teachers will be provided training on the Canvas Learning Management System and the training will be differentiated based on the teacher's readiness level. b. Salaries - Hybrid Learning Committees have been developed this summer at the early childhood, elementary, middle and high School levels for teachers to: <ol style="list-style-type: none"> i. Have common planning time to develop virtual content for courses. ii. Collaborate on digital learning strategies. iii. Build their courses in the Canvas Learning Management System. iv. Prepare for both remote and hybrid learning schedules. v. Share successful Canvas learning strategies across content and grade levels. c. Instructional Supplies - funds have been allocated to purchase: <ol style="list-style-type: none"> i. Devices for students - Chromebooks ii. Digital licenses <ol style="list-style-type: none"> 1. Canvas, 2. IXL in ELA and mathematics, 3. Mystery Science, 4. EdPuzzle, 5. Gizmos d. Related Services for Special Education Students <ol style="list-style-type: none"> i. Tutoring ii. After school programs
<p><u>Federal Emergency Management Agency (FEMA)</u></p>	<ol style="list-style-type: none"> 1. Eligibility <ol style="list-style-type: none"> a. The Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which reimburses 75 percent of eligible expenses that are a direct result of the declared emergency (in this case, the COVID-19 outbreak). Districts can apply for assistance through the website maintained by the New Jersey Office of Emergency Management. While there is currently no deadline, the NJDOE encourages districts to apply as soon as possible. b. The district is maintaining a running tally of cleaning supplies and materials needed to prepare a safe learning environment for students and will submit reimbursement with the NJDOE. <ol style="list-style-type: none"> i. We have been working with Robert DeMarzio on reimbursement for district purchases.
<p><u>State School Aid</u></p>	<ol style="list-style-type: none"> 1. In the wake of the COVID-19 public health emergency, State revenues have declined precipitously. This revenue loss necessitated modifying the State school aid proposal for the

	<p>upcoming school year that had been released on February 27, 2020, but the total amount appropriated for K-12 State aid is essentially unchanged from the 2019-2020 school year.</p> <ol style="list-style-type: none"> 2. While districts should use the most recent State aid figures for planning purposes, that information is not final, but represents a proposal that could be modified by the Legislature when it considers the extended FY20 budget, which must be adopted by July 1, 2020 and the FY21 State budget, which must be adopted by September 30, 2020. 3. Funding has been shifted internally to make up for a loss of funding from the state.
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Continuity of Learning

Student Growth, Special Populations

<i>Critical Area</i>	<i>District Action and Person(s) Responsible</i>
<p><u>Student Growth 2019-2020</u></p>	<ol style="list-style-type: none"> 1. Assumptions Student Growth <ol style="list-style-type: none"> a. Curriculum committees will be meeting this summer to discuss vertically what students “missed” due to remote instruction at the end of the 2019-2020 school year. <ol style="list-style-type: none"> i. Committees will also modify pacing calendars to reteach and remediate skills lost due to remote instruction in the spring of 2020. b. Benchmark assessments will be given at the beginning of the school year to determine student growth and areas of concern for the 2020-2021 school year and grade. 2. Prioritizing Students Who Need In-Person Instruction <ol style="list-style-type: none"> a. All students need some form of in-person instruction. b. Special education students in self contained classrooms (Autism, New Sharon, Behavior Disabled, and Multiple Disabled) will attend in-person instruction on all 4 in-person instruction days. c. For all non-self contained students: <ol style="list-style-type: none"> i. Flipped Classroom Instruction Model: <ol style="list-style-type: none"> 1. Curriculum and instruction will focus on the anchor/primary standards of instruction for students. 2. Secondary standards will be considered due to their increment and sequence for vertical grades. 3. Tertiary standards will be taught at an absolute minimum due to time constraints.

Delivery of Special Education and Related Services

<p><u>Students with Special Needs</u></p>	<ol style="list-style-type: none"> 1. Medically Fragile Students <ol style="list-style-type: none"> a. All students that are considered medically fragile are mostly in out-of-district settings.
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- b. Students who attend in-district schools will have modifications and accommodations that are reasonable to the child's needs and what the school/district is able to provide..
2. Growth Students with Disabilities
 - a. Special education students will be expected to complete the same district assessments that the general education students are expected to complete with appropriate modification and accommodations in accordance with their IEP/504.
 - b. **Students who struggle with online learning and have difficulty working from Canvas, will be given modifications to ensure that the delivery of instruction does not impede their ability to learn.**
 3. Evaluation Processes
 - a. The CST will continue to hold any type of meetings in a virtual format.
 - b. If assessments are needed, all social assessments will continue to be completed in a virtual format.
 - c. All other assessments will be completed with the following safety precautions: masks will be worn, plexiglass dividers will be utilized, pointers will be provided to students for pointing to protocols. In addition, after each assessment session, assessment materials will be cleaned with clorox wipes.
 4. Communication
 - a. In regards to school-based information, students will receive information in the same format that all students in that building due via email, school messenger and teacher phone calls
 - b. In regards to CST documents (IEP, notice statements, etc.) an electronic copy of these items will be forwarded via the Frontline system. If CST personnel remain in the office, hard copies will be forwarded as well.

[Guidance Document/Checklist](#)

Curriculum, Instruction, and Assessment

Delivering High-Quality Instruction in Hybrid Environment

1. Staff Training / Refinement
 - a. ALL staff has been or will be given the opportunity to populate their own Canvas Learning Management System to deliver their lessons to all students.
 - b. Grade-level and subject committees have been given time in July and August to modify curriculum, pacing and instruction delivery to focus on anchor/primary student learning standards for instruction - according to New Jersey Student Learning Standards (NJSLS).
 - i. Secondary standards have also been addressed and will be taught according to the pacing schedule and when appropriate.
2. Equitable Access
 - a. All students will be given the highest quality of education possible.
 - b. The primary method of instruction for all students (whether hybrid or remote) will be through Canvas Learning Management.
 - i. Teachers have and will be populating lessons with differentiated forms of

instruction which include but are not limited to:

1. Recorded teacher lessons.
2. Videos from trusted learning websites.
3. Learning modules from publishers.
4. Live Canvas Conference meetings.

3. Engagement

- a. Delivery of lessons will be the same for all students (regardless of their learning schedule, hybrid or remote).
- b. The district will be following a flipped classroom model where all students engage in the lesson virtually.
- c. Skills, feedback, remediation, practice, and enrichment of the lesson will occur when students are in school for in-person instruction. Remote students will receive all the aforementioned concepts through teacher check-ins, responses to assignments, and posted follow-up in Canvas.

4. Assessment

- a. Students will be assessed both formally and informally (formative and summative) throughout the learning process.
- b. Summative assessments will be created for both in-person and remote instruction.
- c. Teachers have the option of providing assessments both digitally and virtually to students on the hybrid schedule.
- d. Students on the remote learning schedule will be assigned assessments through Canvas with finite start and end times.

5. Relationships

- a. Anxiety may be reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.

6. Consistency

- a. Expectations will clearly be set for all students and parents for both hybrid and remote learning schedules.
- b. Thoughtful planning is necessary to provide necessary support for instructional shifts. 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.
- c. School districts should 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.

<p><u>Virtual and Hybrid - Curriculum</u></p>	<ol style="list-style-type: none"> 1. Loss of Learning and Learning Gaps <ol style="list-style-type: none"> a. Priority has been given to the most critical prerequisite skills and knowledge for each subject area and grade level now while teachers are working in committees this summer. b. Train your teachers and leaders to evaluate students' unfinished learning and provide acceleration support. c. Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills. d. During virtual instruction, the type of learning experiences that are appropriate will vary based on grade band and content area. 2. Accelerated Learning <ol style="list-style-type: none"> a. Adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support. b. Monitor your students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results. 3. Prioritize Learning Goals <ol style="list-style-type: none"> a. Teachers and supervisors are identifying the learning goals and standards the students will learn in each content area and grade level in accordance with the NJSLs. b. Pacing and adjustments are being made to accommodate the in-person student learning schedule. c. Consistency across the grade-level and/or content areas is established since all content and instruction will be uploaded into Canvas courses for all teachers to share and instruct.
<p><u>Virtual and Hybrid - Instruction</u></p>	<ol style="list-style-type: none"> 1. Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems) and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction. <ol style="list-style-type: none"> a. Engage school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction. b. 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. <ol style="list-style-type: none"> i. All early childhood students will be given instructions through Canvas but most of their learning activities will be completed via paper-and-pencil, through manipulatives, or through demonstration. ii. Virtual options for early childhood will include: videos (Brain Pop, teacher made, Go Math, Pearson), age-appropriate online learning platforms (IXL, Mystery Science), and exploratory activities. c. Understand how trauma and other challenges related to students' social and emotional needs can impact learning. d. Partner with local library, and community organizations and agencies to facilitate access to resources, tutors, and safe spaces (with adult supervision).

2. **Student Ownership in Learning** - Hybrid and Remote Learning Schedules
 - a. Leverage students' strengths.
 - b. Consider fostering student voice and choice to promote engagement and independent learning.
 - c. Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
 - d. Identify effective methods to differentiate student learning (e.g., small group instruction, different tools/products).
 - e. Provide effective feedback that helps students anticipate and be successful on next steps.

3. **Developing Student's Meta-Cognition/Creativity**
 - a. Incorporate time for self-reflection, pre-assessments at the start of units, and formative assessments throughout units.
 - b. Set reasonable expectations, build collaboration skills (peer-peer learning).
 - i. Build in time to help students develop skills such as self-regulation, time management, goal setting, and effective teamwork.
 - c. Provide clear and flexible expectations:
 - i. Type and length of activities
 - ii. Interactions:
 1. Small group instruction, regular check ins, office hours (for students and/or family and caregivers).
 - iii. How students will demonstrate learning (process over product):
 1. Identify criteria to demonstrate mastery of standard(s) or grades on projects.
 2. Use multiple approaches (e.g., synchronous, asynchronous [teacher-created videos, screen casting, independent, analog].
 - iv. Resource selection (high-quality):
 1. Identify and address learning gaps.
 2. Address different learning needs and interests.
 3. Evaluate which resources will be effective based on learning environment: remote learning and hybrid and school-based spaces.
 4. Consider potential need for professional learning related to the selection of high-quality resources.
 - v. Recognize the impacts that home environments may have on learning as students reacclimate to in-person learning and adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered/student guided learning, and Option 2 (high school courses).
 1. Use a "show me" what you have learned approach when possible.
 - d. Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction:
 - i. Leverage technology in service to learning (e.g., learning management systems, teacher-created videos and screencasts; tools for students to demonstrate learning, collaborate with peers and experts, digital instructional resources (Teacher Resources for Remote Learning, NJTV Learning Live) and provide consistent support via the IT team.

	<ul style="list-style-type: none"> ii. Design learning experiences that: <ul style="list-style-type: none"> 1. Build student understanding by linking together concepts within and across grades <ul style="list-style-type: none"> a. Literacy block can be an opportunity to use non-fiction texts from science, social studies, health, visual and performing arts. b. Provide direct instruction, student practice, enrichment activities. 2. Leverage student interest. 3. Address real-world issues. iii. Build capacity of and provide support to family members to enable them to become "learning partners." iv. Provide regular time to collaborate with colleagues: <ul style="list-style-type: none"> 1. Coordination of assignments; cross-curricular planning; common lessons and modules. v. Develop and build skills essential in this ever-changing, evolving world (see NJDOE Virtual Professional Learning). e. Assess the district's data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels. f. Assess English Learners' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
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<p><u>Virtual and Hybrid - Assessment</u></p>	<ul style="list-style-type: none"> 1. Types of Assessments in Instruction <ul style="list-style-type: none"> a. Pre-assessment: Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction of new units. b. 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. c. 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. d. 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. 2. The district will consider the following assessment strategies: <ul style="list-style-type: none"> a. Communication: <ul style="list-style-type: none"> i. Clear and consistent communications with stakeholders are vital to successful implementation. ii. Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the local education community. b. Inventory Sources of Current Student Performance Data: <ul style="list-style-type: none"> i. Sources may include, but are not limited to formative classroom assessments (quizzes, exit slips, etc.), student observations, student self-assessments, district benchmark assessments, projects, etc. ii. Make sure to utilize multiple sources of student data. c. Develop Hypotheses:
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	<ul style="list-style-type: none"> i. After preparing data for examination, interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions that can be taken to meet students' needs. d. Determine Appropriate Assessment Tools: <ul style="list-style-type: none"> i. Develop an inventory of various assessment tools available (LinkIt, PBLs, portfolios, etc.) and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data. ii. Develop Assessment Strategy: <ul style="list-style-type: none"> 1. At the start of an instructional unit, based on the student data available, create a strategy that test the hypotheses made based on the available student performance data by carrying out instructional changes that are likely to increase student learning, and use appropriate assessment tools to gather more, current student performance data. 2. Restart the feedback loop by collecting and interpreting the new student performance data to evaluate the impact of instructional changes and make further hypotheses. iii. Professional Development: <ul style="list-style-type: none"> 1. Provide educators and parents with guidance to support assessment and data literacy. 2. Utilize the CAR model to help drive collaboration in modifications to curriculum and instruction. 3. Educator Planning Time: Educators will require opportunities to collaborate and plan for developing pre-assessments which will complement the initial instructional units that will be covered as schools reopen in the fall. iv. Data Analysis: <ul style="list-style-type: none"> 1. Facilitate opportunities to build-up staff culture for collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps. v. Feedback Loops: <ul style="list-style-type: none"> 1. Repeat the cycle by creating additional data-informed hypotheses and test them throughout the school year.
<p><u>Professional Learning</u></p>	<ul style="list-style-type: none"> 1. Professional Learning Prior to the Beginning of the School Year <ul style="list-style-type: none"> a. The district has identified the Canvas Learning Management System will be used throughout the district in a remote instruction model and training will be provided for all in the use of that platform. b. Additional considerations include: <ul style="list-style-type: none"> i. Providing accessible, and user-friendly resources or training for parents/caregivers and community members for safe use of the technology. Tutorials will be provided on our district website for parents and families. ii. Ensuring that novice provisional teachers, teachers new to the district and other new staff have sufficient training in the technologies that will be used. c. Collaborate with educator preparation programs to plan for clinical practice and other teacher candidate support during remote instruction and hybrid instruction. 2. Professional Learning Throughout the School Year:

	<ul style="list-style-type: none"> a. Districts should develop training schedules and staff collaboration time in accordance with the needs of the district. b. Districts should develop professional learning experiences that ensure high quality instruction for all students. <p>3. Professional learning must grow each educators' professional capacity to deliver developmentally appropriate, standards-based instruction remotely.</p> <ul style="list-style-type: none"> a. Districts should plan how professional learning will be differentiated to accommodate the needs of the following students: <ul style="list-style-type: none"> i. Students with Disabilities ii. English Language Learners iii. Students without devices and/or internet iv. Undocumented students b. Professional learning planning should include the input and collaboration of stakeholders, including all staff, parents/caregivers and community members. <ul style="list-style-type: none"> i. Consider a survey of needs to gain input from various stakeholders ii. Frequently and consistently communicate with all stakeholders prior to and during the school year c. Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school and individual educator. <ul style="list-style-type: none"> i. NJDOE regulations support the inclusion of a broad range of activities in a teacher's annual professional development requirements, potentially including a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to remote learning. ii. PDPs are considered living documents subject to change as circumstances require. iii. Teachers, supervisors and administrators may want to consider the learning of new technologies, virtual instructional methods, peer supports and other collaborative efforts as professional development that count towards the 20 hours.
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Task Force

District Task Force	
<i>Critical Area</i>	<i>District Action and Person(s) Responsible</i>
<u>District Task Force</u>	

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities
Arthur Deitz	Superintendent	Plan Development and Crisis Response
Kevin Kanauss	Chief Academic Officer	Pandemic Coordinator: Plan Development and Crisis Response
Maria Gioffre Shelli Jones Kim Matthews Cheryl Battee John Schilling Heather Jackson Jeffrey Lebb	School Principals	Plan Development and Crisis Response
Michael Nicely Johanna Vicchirelli	Director and Assistant Director of Special Services	Plan Development and Crisis Response
Danielle Lehman John Merulla Valerie Gambale	Instructional Supervisors/Vice Principals	Plan Development and Crisis Response
Allison Lear	Chief Technology Officer	Plan Development and Crisis Response
Robert Rambo Frank Corley Sharon Mesmer Maureen Bilda	Vice Principals	Plan Development and Crisis Response
Irvin McFarland	Supervisor of Athletics	Plan Development and Crisis Response

Matthew Rentzel	Facilities Manager	Plan Development and Crisis Response
William Hanstein	Director of Campus Security and Operations	Plan Development and Crisis Response
Susan Favinger	Assistant Supervisor of Custodians	Plan Development and Crisis Response
Salvatore Randazzo	Communications Coordinator	Plan Development and Crisis Response
Kimberly Helfand	Lead Nurse: Unionville High School	Plan Development and Crisis Response
Dawn Mader	Supervisor of Transportation	Plan Development and Crisis Response
Aimee Rivello Jessica Baccile Wayne Errig (Sp. Ed.) Ruth Ekey (Sp. Ed.) James McQueston Christopher Scheeper	Teachers	Plan Development
Jessica Billingham Laura Fortson-Williams Danielle Spillman	Special Services and School Counseling	Plan Development
Angela Blackiston Colleen Helwig Katie Thomas	Parents in the Community	Plan Development