



Weymouth Township
School District

Restart and Recovery
2020-2021

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Conditions for Learning

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

Critical Area of Operation #1: General Health and Safety Guidelines

- The District through the Superintendent/Principal or her designee maintain ongoing communication with various agencies to include but not limited to Department of Education and County Office of Education, the Department Of Health, Emergency Management, and State Police (who are the policing agency for the township), etc.
- The District has developed a manual of comprehensive cleaning procedures that are being expanded in response to COVID 19 as recommended by the CDC and DOH
- Parents will be required to screen their child(ren) for illness prior to them coming to school. Any child who exhibits one or more of the physical symptoms listed should NOT come to school that day. Any child with a temperature of 100 degrees or greater, coughing, sneezing, running nose, cough, sore throat, respiratory illness, difficulty breathing or G.I. symptoms (diarrhea/vomiting) must remain home. If a child comes to school with the symptoms noted they will need to be picked up and taken home. A system is in development to utilize the Student Information System to manage the screening information.
- Anyone testing positive for COVID 19 should not come into the school.
- Students must be symptom free for 72 hours or have a physician's note prior to returning to school.
- Parents will need to sign an acknowledgement noting that they will comply with the student health daily screening and follow the directions issued.
- Children will be required to wear a mask or other accepted face cover while in the building.

Critical Area of Operation #2: Classrooms, Testing and Therapy Rooms

- Classrooms will be organized to support to the maximum extent social distancing.
 - Desks will be configured in each classroom to face in one direction with students facing forward.
 - To ensure safety and social distancing clear three sided desk carrels will be placed on each student desk.
 - All staff and students will be required to wear a face covering and/or shield.
 - As per recommendation in the classroom social distancing will take place and/or physical barriers will be in place, face coverings are required while students are in the building.
 - Classrooms will be equipped with a hand washing station and/or hand sanitizing station.
- Testing and Therapy Rooms and all instructional and non-instructional rooms in the school will comply with social distancing standards to the maximum extent practicable.

Critical Area of Operation #3: Transportation

- Regular transportation routes will be provided for students.
- In a recent parent survey, it has been established that of 96 surveys submitted approximately 50% of families will be transporting their children to/from school.

- Bus driver will wear a mask. Bus windows will remain open as weather permits.
- Students being transported by school bus will be directed to wear a mask upon entering and exiting the bus by posted sign and the bus driver.
- Accommodations for students unable to wear a face covering (as reported by their parent and Primary Care Physician in a written note) due to any particular/respective need, will be addressed on an individual basis.
- Students refusing or neglecting to wear a mask will be referred in writing to the Principal. First time referral will be a warning. Second time referred will be a phone call to the parent noting the requirement and the third occurrence would result in the child's bus riding privilege possibly being revoked. The parents will need to transport the child to and from school.
- Seating charts will be established that provide for siblings and anyone living in the same home to be seated together.
- Those students without siblings will be seated one student per row in a diagonal pattern in order to create as much social distancing as possible.
- All students will have an assigned seat and must remain in the assigned seat for the duration of the trip to/from school.
- The district expects the contracted bus company to sanitize as recommended and requires all necessary items as noted in the various respective State agencies.

Critical Area of Operation #4: Student Flow, Entry, Exit and Common Areas

- Drop off and parent pick up will be altered. Students will enter/exit the school building at the side library entrance where staff will be on duty to direct them to their classrooms or cars and remind them of social distancing requirements as they proceed.
- Bused students will enter and exit the building through the main entrance. Staff will be on duty to remind and manage student social distancing. Signage will be in place. Students upon entering the building will report directly to their classroom.
- Timing of students entering hallways as a class to proceed to common areas will be monitored for social distancing of 6' at all times.
- Students will be moved in a one way traffic pattern in order to be able to maintain social distancing of all students and staff.
- Common Areas, i.e. APR (All Purpose Room) and Media Center will be arranged in a manner that supports social distancing during any activity that takes place in the area. Students will be seated at tables marked for social distancing placement and with students facing in only one direction. No students will be seated across from each other at the same table.

Critical Area of Operation #5: Screening, PPE, and Response to Students and Staff Presenting Symptoms

- Screening:
 - Policy #8451 **Control of Communicable Disease** will be used as criteria in determining procedures.
 - Parents will be required to screen their child(ren) for illness each day prior to going to school. Staff will visually check students for any symptoms upon their arrival. Any student in the estimation of the staff or administration who appears to be exhibiting symptoms will be referred to the school nurse.
 - Any student the school nurse considers to be demonstrating symptoms will be quarantined in the conference room across from the main office.
 - Health checks will be conducted safely and respectfully and in accordance with applicable privacy laws and regulations.
- PPE:
 - School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health.
 - As of August 3, 2020 as per State revised guideline students will be encouraged **required** to wear face coverings, unless doing so would inhibit the student's health.
 - Students will need to wear face coverings on buses, in the hallway, in the cafeteria/APR, to and from the restroom, in classrooms when social distancing unable to be maintained or when walking around in the classroom.
 - Accommodations should be addressed on an individual basis.
 - The enforcement of face covering for young children or those with disabilities may be difficult and/or impractical. Each case will be reviewed on an individual basis.
- Students and staff presenting symptoms may be asked to leave or not come into the school building. Parents will be contacted to pick up their child immediately. Until such time as the parent arrives the child will be placed in a quarantine area to wait for parent pick up.

Critical Area of Operation #6: Contact Tracing

- Contact Tracing will be conducted according to CDC guidelines as presented to New Jersey State and Local health departments.
- As a district our school nurse will be in contact with the appropriate agencies to report any know cases of COVID-19.

Critical Area of Operation #7: Facilities Cleaning Practices

- Cleaning & Disinfecting – is conducted daily and as appropriate between changes of the student population using the area, i.e. cafeteria setting. Requirements being followed have been reviewed by our School Safety Specialist who works in conjunction with agencies to incorporate procedures into practice.
 - Products: Dawn dish soap & water
 - Victory Sprayer loaded w/ Botanical Disinfectant solution
 - desks
 - doorknobs
 - foyers and entrances
 - computer keyboards & mouse devices

- pencil sharpeners
- hand sanitizer canisters
- lunch tables after each use
- playground equipment after each use
- Products: Clorox Cleanup & Disinfectant
 - All bathrooms throughout the day are continuously monitored and cleaned
- Flooring: (sweep, vacuum, mop)
- Products used to support the process: Crew Disinfectant
 - classrooms
 - hallways
 - offices
 - APR
 - kitchen
 - bathrooms

Critical Area of Operation #8: Meals

Lunches - The cafeteria will be used for lunches.

- Lunch times will be staggered and may go from 2 to 3 lunch periods dependent upon social distancing needs, room capacity and cleaning time required between lunches.
- Coordination with the food service provider to prepare grab-n-go meals. All food service items will be disposable, i.e. utensils, trays, or lunch containers, etc.
- No food sharing will be allowed.
- Children will be directed to wash their hands prior to and after lunch

Breakfast – Will be conducted during homeroom in the cohort classrooms.

- In order to be able to provide breakfast to the classroom students will be required to order the following day's breakfast with the current day's lunch order.
- Cafeteria staff will then prepare the number of breakfasts needed for each cohort classroom and deliver breakfasts to the classroom prior to students entering their class in the morning.

For those families who opt for remote learning, lunches and breakfasts will be prepackaged for one week at a time and be provided in a grab-n-go setting. Anyone in need of having meals delivered will be able to make those arrangements through the school's main office.

Critical Area of Operation #9: Recess/Physical Education

- Recess/Physical Education is a critical part of a well-rounded education and is an essential learning opportunity for our students. In delivering instruction in this area our goal as with other areas of instruction is to provide a meaningful, safe, culturally responsive, learning and developmentally appropriate standards based physical education program though modified to accommodate the needs of each student during this pandemic.
- In person physical education classes may be offered on a rotation basis to provide standards content that supports the students' grade level appropriate curriculum.

- One day per week for a minimum 40 minute period students will receive health education virtually that will count toward the 150 minute physical education requirement.
- During in person school days students will be provided a 30 minute period either before or after their lunch period accompanied by both the classroom instructor and the physical education teacher. All classes will be conducted outside. The classes will be arranged to promote reduced student-teacher ratios in a social distancing environment.
- Outside in person activities will promote movement and exercise that does not require sharing of athletic equipment.
- Activities which DO NOT support social distancing recommendations and therefore should not be planned include, tag, soccer, basketball, hockey, football, lacrosse, volleyball, handball, etc.
- Activities which DO support social distancing can be planned that include, facilitate a class competition to support physical activity, using steps or miles or minutes. For younger children, activities from resources like GoNoodle can be relevant. Many activities that utilize individual but competitive routines; dance reps, victory laps, or exercise repetition routines at various developmental and ability level.
- The class will be supported by the physical education teacher, regular classroom cohort teacher and paraprofessional assigned as necessary to keep students in small cohort groups and socially distanced during instruction.

Critical Area of Operation #10: Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours

- Field Trips: No field trips will take place through March 1, 2021. Information and data will be reviewed beginning January 15, 2021 to reevaluate this action and determine if trips are able to be reinstated.
- Extra-curricular Activities: No inside after school extracurricular activities will be conducted through March 1, 2021. Information and data will be reviewed, and a determination made as to when they will be able to be resumed. Any recommendations for a virtual activity in special areas including science fair, music, art exhibits, etc. will be reviewed and have prior approval to be prepared and presented via the district website.
- Use of Facilities Outside of School Hours (Inside or Outside of the school building): In order to manage and as possible secure the sanitizing of the school (both inside and outside of the building) the district will suspend any use of the building or recreational fields and equipment. This area related to community and outside organization use will be reviewed in March 2021 to determine whether or not their use can and/or may be restored.

Academic, Social, and Behavioral Supports

- The areas of academic, social, and behavioral supports will be in place as they are during a regular non pandemic school year. Time will be built into the modified school year schedule to offer services and planning time to assist in building a learning climate and services to support a positive school climate.

Social Emotional Learning (SEL) and School Culture and Climate

- All staff will be trained in the SEL program, *Second Step* at Back to School In-service.
- Time will be embedded to teach the SEL lessons in each classroom cohort
- The Resiliency Team will meet weekly to coordinate opportunities for all staff to deepen social and emotional competencies. Staff will need to create equitable learning environments where all students and adults process, heal, and thrive. The district will utilize CASEL's five core social and emotional competencies within the contexts of classrooms, both on-line and in-person.
- Investigate use of a universal screener for students to determine the extent of school population who need targeted and intensive interventions.

Educator Well-Being

- Staff will have dedicated safe and responsive spaces to build relationships, support and reinvigorate one another, and collectively process their emotions and experiences.
- Resources will be made available that fosters a culture of staff self-care. For example, all staff will be asked to assess their current self-care needs and develop a plan, including setting realistic boundaries around work. Community partners will be asked to provide self-care activities (e.g., yoga, exercise, mindfulness.)
- Any new staff will be paired with existing staff members to support their welcome into the community

Trauma-Informed Social & Emotional Learning

- Professional Development will include understanding a trauma-sensitive environment that supports kids' need to feel safe and supported. The goal is to help ensure kids will cultivate healthy student behaviors and have opportunities to thrive in the face of difficulties and hardships.
- Refine the referral process to identify students and families who may need additional support through the I&RS process already established in the district. The process will include the following framework: 1. Universal screening; 2. Collaborative problem-solving team; 3. Family engagement; 4. Data based decision making that includes progress monitoring.

School Culture & Climate

- The district has utilized a Character Education framework to build a school culture that reflects Respect, Responsibility, Readiness to Learn and Being Safe. The framework will support the goal of maintaining a strong, healthy school culture that supports learning and using coping strategies.

Utilizing the Strengths of Staff

- A survey of staff needs, and strengths will identify those areas where staff utilize their strengths to build positive relationships within their cohorts.

Multi-tiered Systems of Support (MTSS)

- The district's I&RS Team will provide the framework for the district to address the social, emotional, academic, and behavioral concerns of all students. The referral system will be active throughout the school year. The I&RS team will develop a system that includes remote interventions, as well as fine tuning all in person interventions to include swifter turnaround time for decision making. Families will continue to be a vital member of the team. Considerations will be made for families' capacity to provide in-home support for students.

Universal Screening

- Various universal screenings will be utilized. They include but are not limited to:

Language Arts:

1. Fountas and Pinnell
2. DIBELS 8th edition
3. Heggerty Phonemic Awareness screener
4. Phonological awareness assessment tool
5. Readers/Writers Workshop end of unit assessment tool (Grades K-8)

Math:

1. Prior grade end of year assessment tool from Pearson
2. IXL.com
3. University of Oregon Easy CBM math assessment (grades K-8) universal screener and progress monitoring tool

Collaborative Problem-Solving Teams

- Staff will meet in collaborative teams weekly to plan interventions. Intervention services will be delivered remotely as well as in-person.

Family Engagement

- Families will be engaged throughout the process and will be notified of all intervention changes. Meetings will be held virtually.

Data-Based Decision Making

- Data will drive all decision making. Decisions regarding interventions will take into consideration students' social and emotional well-being.

Wraparound Supports

Mental Health Supports

- The I&RS Team and School Counselor will manage the referrals for students that need individualized mental health interventions.

Primary Health and Dental Care

- The school nurse will communicate with families about the guidelines for well-child visits according to the American Academy of Pediatrics in the beginning of school year and follow-up throughout the school year. Students needs will be addressed in both remote and hybrid situations.

Family Engagement

- Surveys will be used on a regular basis to monitor parent needs and engagement. Surveys are linked on the district website.

Academic Enrichment/Expanded After-School Learning

- Students identified for enrichment will be offered cross curricular project based learning choices based on the Schoolwide Enrichment Model (SEM, Renzulli, 1977; Renzulli & Reis, 1985, 1997, 2014).

Mentoring

- Families will be referred to Cape Atlantic Resource Net, Family Services, or Atlantic Care for mentoring services. The district school psychologist will coordinate referrals through the Child Study Team and the I&RS Team.

Food Service and Distribution

- The District subcontracts our food service from Nutriserve Food Services. We have been working with them on an ongoing basis since March of 2020 to manage, prepare and distribute breakfast and lunch to our families.
- The District applied as was approved as an on-site location for the Southern New Jersey Food Bank. During this summer we are distributing grab and go prepackaged breakfasts and lunches
- The District will meet with the food service provided prior to school reopening to develop a program that will provided on site breakfast and lunches for those attending in-person instruction. In addition, we will work to develop and implement a grab n go distribution for those families who qualify and are participating in off-site instruction/remote services.
- The District in discussion with the food service provider will develop a plan that should the district be required at any point in time to provide only off site instruction breakfast and lunch distribution will be able to be transitioned quickly and efficiently.

Quality Child Care

The Board of Education and School Administration are cognizant of the importance of providing a BSC (Before School Care) and ASC (After School Care) program to our parents and students. However, implementation of these programs will need to be based on the ability to meet the requirements for social distancing as well as per child to staff member ratio as set out in the documents provided by the various agencies. Staff and students will follow the health and safety requirements in place during the regular in person school day.

- The Before School Care program should be able to be provided as it on average supports 4 to 5 students per day with one supervising adult. So long as the supervising adult with at least one to two substitute adults are approved to serve by the Board the program will be operational
 - The hours of operation for the Before School Program will operate from 7:00 a.m. to 8:20 a.m.
 - The cost of the Before School Program will remain \$5.00 per day per student.
 - Social distancing will be maintained during the program.
 - Students will need to wear masks or some type of face covering when social distancing is unable to be maintained or when using restroom facilities, hallways or other common areas of the building.
- The After School Care program if provided will require maintaining students in cohorts. Each cohort will have a student to adult ratio no greater than 10. On average 17 – 20 students participate in this program on a daily basis. So long as we are able to have two to 3 supervising adults with at least one to two substitute adults approved by the Board the program will operate.
 - Hours of operation for this year’s After School Program will be from 1:50 p.m. – 5:30p.m.
 - The program will be conducted on the days that in person instruction takes place.
 - The program (as per program guidelines) will not operate on the eve of any holiday.

Leadership and Planning

Requirements to Reopen: Knowns and Unknowns

Knowns –

- We are advised that the public health data and trends as they are currently support the reopening of schools for in-person programs beginning this fall – September.
- Unless there is a shift and we are otherwise directed our school districts are directed to reopen for modified in-person instruction and operations for the 2020-2021 school year. Our opening will be in tandem with the guidance as reported in our reopening plan.
- Dependent on the health and safety standards as presented in the guidance we will have to operate buildings at a reduced capacity or modify instructional plans. A hybrid learning environment is most likely to be used to deliver both in-person and remote services.
- Staff professional develop will need to concentrate efforts to provide instructional staff and paraprofessionals with needed resources and in-service programs that promote staff enhancement related to virtual learning platforms and instructional resources.
- Should the need arise the district is directed, we will also need to be prepared to transfer to remote instruction/virtual learning at any time during the 2020-2021 school year.

Unknowns –

- Shifts in public health data that is related to our vulnerability to COVID-19 and how our educational environment may be impacted.
- Whether or not the shifts in public health data will require modifications to our plan as developed and implemented.
- Circumstances that could impact local decisions and constraints. Districts are planning schedules and all areas of operation based on current requirements in a manner that meet students’ local educational needs and meets the standards presented in the various guidance documents.

Pandemic Response Teams

The Weymouth Township School District has developed three core teams. These Core Teams were combined to become the Pandemic Response Team and develop the Reopening Plan and on-going educational plan.

- A Core Team was established and composed of the administrative, supervisor, safety specialist, custodial, and health service personnel
- The Staff Team was established and composed of certificated staff members. One sub team was charged with addressing Health and Safety areas. The other sub team’s efforts concentrated on Curriculum and Instruction.
- An expanded Core Team was selected from BOE. Parent, community members who volunteered through a district survey that was posted to our school website. The community was made aware of this opportunity through a community outreach text that directed them to our district website to complete the reopening school survey.
- All teams through virtual and/or in person meetings reviewed the DRAFT plans in the development of a final district reopening plan.

The DRAFT plan outline and PowerPoint overview are scheduled to be presented to the BOE at their regular meeting on July 30th, 2020.

Scheduling

- In-person instruction will be conducted on a modified schedule. Students will be present in the building from the hours of 8:20 a.m. to 1:50 p.m.
 - As students enter the building at 8:20 they will report directly to their cohort classroom.
 - Staff will visually screen students for any signs of illness. Any students who demonstrate not being well will be referred to the school nurse. The nurse will see each student referred and make a determination as to the status of whether the child is sent home or may return to class.
 - Any student scheduled to receive breakfast will obtain their prepackaged breakfast to their desk on entering the classroom.
 - As the teacher takes attendance and lunch counts for the day they will also take a breakfast count for the following day.
 - Students will have 4.5 hours of instruction.
 - Instruction will include .5 hours of physical activity conducted outside weather permitting or in a larger inside area with adequate staff present to maintain social distancing.
 - A 30 minute lunch period is provided and will be served in the cafeteria where social distancing will be practiced and monitored.

- Schedule will be based on a hybrid schedule in a Cohort Model
 - All students will come to school four days per week.
 - Monday, Tuesday, Thursday, and Friday instruction will occur in the building.
 - Wednesday will be a virtual instruction day for specials of Art, Music, Health and Technology.
 - Special areas will have students placed in grade bands for instruction. Grades K-2, 3 & 4, 5 & 6, and 7 & 8 will compose the grade level bands for instructional purposes. Curriculum will reflect the key components interrelated at the banded grade levels.
 - Wednesday will also be a day available for reinforcement or remediation either virtually or in person instruction time for students requesting and/or needing assistance.
 - Students will be placed in a cohort reflective of class size and room use based on the ability to maintain a social distancing of 6 feet on all sides.
 - Students will remain in their cohort classroom.

Staffing

- Health and Safety of our staff and students is our first priority. All measures being developed and implemented are to meet this priority.
- Teachers serve as the priority factor impacting student learning. Teachers will have time placed in the schedule to be able to participate in planning of instruction for the continuity of student learning. Staff will have access to technology, social and emotional health services, and any other auxiliary services to assist in promoting their well-being and ability to productively instruct students.

Educator Roles Related to School Technology Needs

- The technology coordinator and others will support students, staff and families with technology. Initially a survey will determine needs and access.
- The district will provide one-to-one instructional devices.
- Connectivity will be addressed through the purchase of hot-spots located throughout the district.
- All families will be provided with usernames and instructions for accessing the OnCourse parent portal.

Athletics

- No after school athletic activities will take place. We as a small school district do not usually have any after school athletic games or teams as part of any after school activity.
- The District will also suspend and review in March 2021 the use of the school athletic fields for township recreation teams, sports activities, and/or any other community requested use of facilities.

Policy and Funding

The district has added or amended the following policies in response to COVID-19, #8600, #8420, #8451, #1649, and #1250.

School Funding

The district has applied and received funds through **CARES Act Elementary and Secondary School Emergency Relief Fund (ESSER)**. This one-time federal funding source will help the district purchase personal protective equipment, additional cleaning supplies, hand washing stations and technology materials. **Federal Emergency Management Agency – Public Assistance** or FEMA will only be investigated after all other revenue sources have been exhausted.

State School Aid The district will be prepared to revise its budget in the internal accounting records to reflect any revised State aid amounts.

Purchasing The district will continue to purchase through the state contracted vendors.

Use of Reserve Accounts, Transfers, and Cash flow If needed, the district will consider making expenditures from various accounts to meet unanticipated costs. If needed, the district will petition the Commissioner to use funds in the emergency reserve to finance unanticipated expenses.

Costs and Contracting The district participates in the federal E-rate program to purchase high-speed internet, data transmission and electronics.

The district will continue its efforts to apply for and receive any and all funding to meet the needs of the students it serve.

Continuity of Learning

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

- Students qualifying for special education programs and services will attend school in person unless the parent(s) has selected in writing a remote instruction option.

- Special education students will follow the same school schedule as everyone else participating in in person instruction. This schedule will include remote learning in the special areas of art, music, physical education/health, and technology which will be conducted virtually one school day per week.
- Special education students schedules may be modified to include in person learning for support services, related services, and instructional reinforcement which will be conducted on the day when the majority of students will be participating in their once per week virtual special areas instruction and small group/individual reinforcement.
- Special education students who are reporting to school on the remote learning day will still receive as part of their individual schedule participation in special areas but will receive this virtual component in school.
- Special education students who receive related/auxiliary services, i.e. speech, OT, PT will have these services as part of their individual student schedule.

Technology and Connectivity

- The district's goal is to ensure every student in grades 1-8 has a device and internet connectivity available.
- Additional devices were purchased to move district to a 1:1 technology environment.

Curriculum, Instruction and Assessments

- On site, in class instruction will be provided.
 - Students participating in on-site instruction will be assigned into cohorts of students. Student cohorts (for the most part) will be heterogeneous groups. Some cohorts may be designed by student assessment instructional cohorts, i.e. Algebra I coursework.
 - Students who may need specialized instruction/reinforcement will be placed in instructional appropriate cohorts that may be assigned to meet on-site for an additional amount of time in the school week, i.e. virtual specials day.
- Parents will have the ability to opt into a virtual only instructional component.
 - Parents requesting to opt out of on-site instruction will provide their request in writing and/or complete the appropriate request form and submit it to the Principal for review and approval.
 - Parents must choose to opt out of on-site instruction for a minimum of one marking period at a time and a maximum of one school year.
 - Each opt out request will be reviewed quarterly to determine whether or not it is accommodating the educational needs of the respective student

Virtual and Hybrid Learning Environment – Curriculum

- Students will be assessed to identify what unfinished learning has developed from the school closure. Teachers will use curriculum compacting to accelerate learning and address the learning loss.
- Professional development before the start of school will allow educators time to examine the standards and develop scope and sequence and pacing for both virtual, hybrid and in-person learning.

Virtual and Hybrid Learning Environment – Instruction

- All virtual and in-person classes will begin with an acknowledgement that this is a new way to be in school. The challenges related to students' social and emotional needs will need to be addressed in order to build trust and a climate of safety.
- Because all students will be placed in small cohorts and stay with the same teacher, the opportunity for scaffolding and differentiation will be available to all instructors. Additional professional development that focuses on strategies will be available before school starts.
- Teachers will utilize project-based learning (PBL) as an instructional approach. PBL will to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.

Virtual and Hybrid Learning Environment – Assessment

- Students will be assessed at the beginning of the school year in all subject areas to help provide baseline data.
- The data will be used to help address any unfinished learning from the previous school year.
- Teachers will use this data to jump start the school year and accelerate the learning process.
- Students who choose a virtual learning option will be assessed virtually using the assessment tools utilized in the classroom or through the use of long term projects.
- Any student who is working virtually will be given the option to conference with the teacher after an assessment has been graded to review the results.

Professional Learning

Faculty/Staff:

- Training for all teachers on technology platforms (i.e. Google suite)
- Training on how to effectively differentiate for special education students, English language learners and for those who do not have internet
- Evaluating unfinished learning
- Meeting the social and emotional needs of students
- Training on effective models of engagement
- Blended learning
- Collaborative groups will meet to plan adjustments to scope and sequence to accelerate learning and meet the needs of the students in your classroom
- Professional development for aides on the platforms being used
- Teachers will use PDP's as living documents and include a broad range of activities to support PD in alternative methods of instruction. Transitioning to and from remote learning within the school year.

Parents:

- Ensure all parents have access to OnCourse parent portal
- Ensure all parent email and contact information is up to date in SIS, OnCourse
- Provide parents with training on the technology being used

- Give an overview of the resources that the school provides (refresher on how to use the website, how to get in contact with their child's teacher, and how to support their child when using school related technology)
- Training to help parents better understand remote learning and how they can support learning

Mentoring and Induction

- The district will utilize the flexibilities provided by the NJDOE pertaining to *N.J.A.C. 6A:9C-5.1*. The relationship between mentor/mentee during the closures due to COVID-19 is important to maintain. Mentors will use various methods to continue to support their novice provisional teachers including virtual meetings, observations, feedback on lessons and student data.

Evaluation

- The district will follow all guidelines provided by the NJDOE regarding requirements for educator evaluation

Career and Technical Education (CTE)

- The district will examine current curriculum content and evaluate which is most critical in meeting the requirements of CTE Core Content Standards. Because the district serves only elementary aged students the standards and Career Ready Practices will be addressed in all content areas.

Future Considerations – As the COVID-19 Pandemic has unfolded our school district as well as others have continuously evolved in development and implementation of programs and methods to provide a sound educational program to our students. This process is an on-going continuous progression and process. Teachers, staff, students, and community working together will work to reinvent and implement educationally best practice programs.

As the data is accumulated and assessed, we will continue our conversations with our stakeholders and modify, expand, refine our educational program and auxiliary services to accommodate the needs of our learning community.

This plan will remain a living document that is modified based on evaluation and assessment of available data.

Updated 8/10/2020