Washington Township Public Schools

Restart and Recovery Plan

The Road Back
WTPS
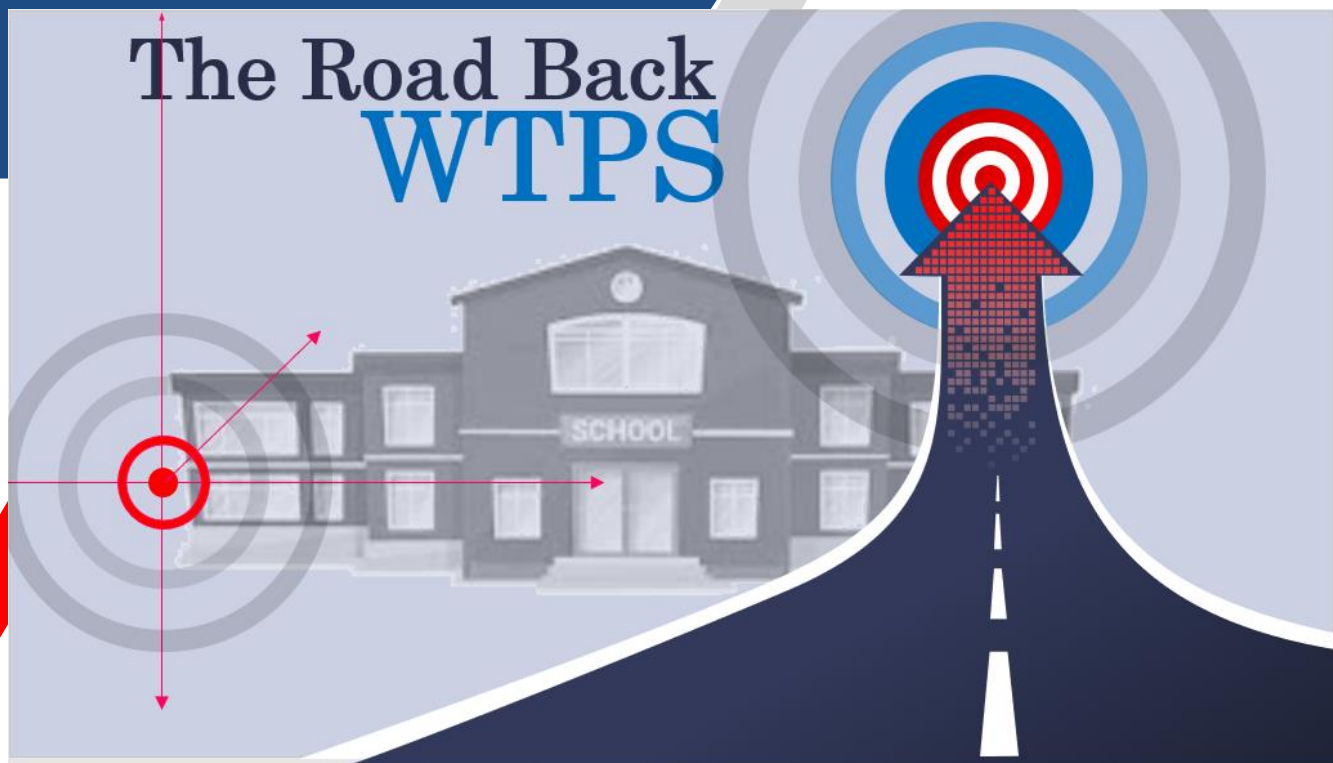
SCHOOL

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Pending County Office Review

Washington Township Public Schools

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Chrissy Kosar, WTSSSPA
Edward Kozole, Custodian
Leonard Sanders, Assistant

Stacey DiMeo, Parent
Mike Dinardo, Parent
Jennifer Gramble, Parent
Dave Koerner, Parent
Shannon Trost, Parent

Jacob Minnick, Student
Briana Sudler, Student

Joe Greer, Kids Choice Childcare

Joe Devine, Community Representative

TABLE OF CONTENTS

TABLE OF CONTENTS

TABLE OF CONTENTS

Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back – Restart and Recovery Plan for Education" (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Washington Township Board of Education Restart and Recovery Plan has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to our school district's local needs in order to ensure school(s) in our district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These "anticipated minimum standards" are items the NJDOE Guidance recommended a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The "anticipated minimum standards" in the NJDOE Guidance are listed and have been incorporated into our school district's locally developed Plan.

The NJDOE Guidance also provides "considerations" that may help school officials in strategizing ways to adhere to the "anticipated minimum standards", but do not represent necessary components of the Plan. These "considerations" are not listed in the school district Plan, but our school officials have reviewed and incorporated the "considerations" included in the NJDOE Guidance when developing our Plan.

The NJDOE Guidance uses the term "should" throughout the document when referencing "anticipated minimum standards that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations."

Introduction

Therefore, those provisions in the NJDOE Guidance listed as "anticipated minimum standards" have been interpreted to be required components in the Plan.

The NJDOE Guidance uses the term "school districts" or "schools" or "districts" when referring to the completion of tasks. For example, "districts must develop a schedule for increased routine cleaning and disinfection." This Plan assigns the responsibility for completing tasks to "school officials" which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education is adopting Board Policy 1648 – Restart and Recovery Plan that includes the mandates required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include our school district's unique and locally developed protocols to ensure school(s) in our district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change. Revisions will be communicated throughout the school year.

The Washington Township Public Schools Board of Education's Restart and Recovery Plan addresses four key subject areas:

A. Conditions for Learning;

B. Leadership and Planning;

C. Policy and Funding; and

D. Continuity of Learning.

A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

   The Health and Safety Section of the Board's Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board's Plan and related protocols, as applicable. The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials will abide by the advice of the Centers for Disease Control (CDC), state, and local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

a. **Critical Area of Operation #1 - General Health and Safety Guidelines** – Anticipated Minimum Standards Incorporated into the Plan

  (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

   (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

   (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

   (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

   (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay

7

home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; and requiring the use of face coverings. The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

(e)   Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

(i)   Chronic lung disease or asthma (moderate to severe);

(ii)   Serious heart conditions;

(iii)   Immunocompromised;

(iv)   Severe obesity (body mass index, or BMI, of 40 or higher);

(v)   Diabetes;

(vi)   Chronic kidney disease undergoing dialysis;

(vii)   Liver disease;

(viii)   Medically fragile students with Individualized Education Programs (IEPs);

(ix)   Students with complex disabilities with IEPs; or

(x)   Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

b.   **Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan**

(1)   Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications will be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2)   Masks are required to be worn at all times by students and staff, unless it will inhibit the individual's health.

(a)   Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3)   Even where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings should be worn.

(4)   All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

(5) Use of shared objects should be limited when possible or cleaned between use.

(6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

(7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

  (a) In each classroom (for staff and older children who can safely use hand sanitizer).

  (b) At entrances and exits of buildings.

  (c) Near lunchrooms and toilets.

  (d) Children ages five and younger should be supervised when using hand sanitizer.

  (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

[See Appendix B – Critical Area of Operation #2 – Classroom, Testing, and Therapy Rooms]

c. **Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan**

(1) If the school district is providing transportation services on a school bus, a face covering must be worn by all students who are able to do so upon entering the bus.

(2) 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) Every school bus, either district-owned or contracted, will have the ability to be cleaned between runs as needed. Every school bus will be disinfected twice per day.

[See Appendix C – Critical Area of Operation #3 – Transportation]

d. **Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan**

(1) The Board's Plan should establish the process and location for student and staff health screenings.

(2) Face coverings shall be worn while waiting in line to enter or exit a building.

(3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that

staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways where able).

[See Appendix D – Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas]

e. **Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan**

(1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

(a) Parents must sign a COVID-19 screening waiver that will confirm their agreement to self-monitor their child(ren), including a temperature check, in the home prior to getting on any district vehicle or entering a district facility. Staff will visually check students upon arrival for COVID-19 symptoms. If the visual screening indicates possible COVID-19 symptoms, the student will be sent to the school nurse for further assessment. Staff will take their own temperature and conduct a self-check for COVID-19 symptoms prior to reporting to work.

(b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(c) Results must be documented when signs/symptoms of COVID-19 are observed.

(d) Any screening policy/protocol must account for students

with disabilities and accommodations that may be needed in the screening process for those students.

(2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:

(a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

(b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

(c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

(i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

(ii) Following current Communicable Disease Service guidance for illness reporting.

(iii)   An adequate amount of PPE shall be available, accessible, and provided for use.

(iv)   Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

(v)   Continuous monitoring of symptoms.

(vi)   Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

(vii)   Written protocols to address a positive case.

(3)   School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

(4)   School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

(5)   Students must wear face coverings, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(a)   Accommodation 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.

(6)   Exceptions to requirements for face coverings shall be as follows:

    (a)   Doing so would inhibit the individual's health.

    (b)   The individual is in extreme heat outdoors.

    (c)   The individual is in water.

    (d)   A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

    (e)   The student is under the age of two and could risk suffocation.

(7)   If a visitor refuses to a wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.

[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f.   **Critical Area of Operation #6 – Contact Tracing**

(1)   The NJDOE Guidance does not include any "anticipated minimum standards" for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.

(2)   School officials should engage the expertise of their school nurses on the importance of contact tracing.

(3)   The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

g.   **Critical Area of Operation #7 – Facilities Cleaning Practices – Anticipated Minimum Standards Incorporated into the Plan**

(1)   School officials must 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)   The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a)   A schedule for increased routine cleaning and disinfection.

(b)   Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

(c)   Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d)   Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i)   Classroom desks and chairs;

(ii)   Lunchroom tables and chairs;

(iii)   Door handles and push plates;

(iv)   Handrails;

(v)   Kitchens and bathrooms;

(vi)   Light switches;

(vii)   Handles on equipment (e.g. athletic equipment);

(viii)   Buttons on vending machines and elevators;

(ix)   Shared telephones;
(x)   Shared desktops;

(xi)   Shared computer keyboards and mice;

(xii)   Drinking fountains; and

(xiii)   School bus seats and windows.

(e)   Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]

h.   **Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan**

(1) All meals be served on a grab and go basis, including on remote learning days:

[See Appendix H – Critical Area of Operation #8 – Meals]

i. **Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan**

(1) The Board's Plan regarding recess and physical education should include protocols to address the following:

(a) Stagger recess, if necessary.

(b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c) The use of cones, flags, tape, or other signs to create boundaries between groups.

(d) A requirement that all individuals always wash hands immediately after outdoor playtime.

(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms will be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

   (i) If it is necessary to open locker rooms for unique purpose, the district will stagger the use and clean and disinfect between use.

   (ii) 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.

(2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

(3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

[See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]

j. **Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan**

(1) The Board's Plan should adhere to all applicable social distancing requirements and hygiene protocols during any live/non-remote extra-curricular activities.

(2)   The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

2.   Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students' and educators' physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not "anticipated minimum standards" in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board's Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

- Not being utilized
- Being developed by school officials
- Currently being utilized

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

a.   Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

X Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

X Currently Being Utilized

c. Wraparound Supports

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.

X Currently Being Utilized

d. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

__X_ Currently Being Utilized

e. Quality Child Care

Childcare will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize childcare will now require it.

__X_ Currently Being Utilized

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

B. Leadership and Planning

The Leadership and Planning Section of the Board's Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board's Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted our school officials in considering ways to adhere to the "anticipated minimum standards".

1.   Establishing a Restart Committee

    a.   A Restart Committee was established as collaboration is critical to the development of the Board's Plan.

    b.   The Restart Committee included school district and school-level administrators, members of our Board of Education, Presidents of the local education associations, and a diverse set of content experts, educators, parents, and students.

    c.   The Restart Committee worked closely with the School Pandemic Response Teams, Local Health Department, and others in municipal

and county government as was necessary to develop our district Plan. Restart Committees and Pandemic Response Teams helped address policies and procedures for the Board's Plan.

d. The Restart Committee reflected the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

e. The Restart Committee deployed eight (8) subcommittees to focus on age and grade-level specific needs, school specific needs, and to address issues of importance such as medically fragile students and staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

a. School-based Pandemic Response Teams will be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

c. Members of the school teams will include a cross section of administrators, teachers, staff, and parents.

d. Pandemic Response Teams will represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective when decision-makers reflect the make-up of the community.

e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

(1)   School Principal or Lead Person;

(2)   Teachers;

(3)   Child Study Team Member;

(4)   School Counselor or Mental Health Expert;

(5)   Subject Area Supervisor;

(6)   School Nurse;

(7)   Teachers representing each grade band served by the school district and school;

(8)   School Safety Personnel;

(9)   Members of the School Safety Team;

(10)   Custodian; and

(11)   Parents.

g. The Pandemic Response Team is responsible for:

(1)   Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

(2)   Adjusting or amending school health and safety protocols as needed.

(3)   Providing staff with needed support and training.

(4)   Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

(5)   Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

(6)   Providing necessary communications to the school community and to the school district.

(7)   Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

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

(1)   In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of

two and one-half hours may be considered a full day in Kindergarten.

(2)   School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

c.   The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

(1)   For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

(2)   For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

e. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:

(1)   Provide teachers common planning time.

(2)   Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

(a)   Virtual learning may create privacy challenges which school districts and schools have not yet faced.

(b)   The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

(3)   Secure a steady supply of resources necessary to ensure the safety of students and staff.

(4)   Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

(5)   Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

e.   School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4.   Staffing

a.   The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and childcare concerns.

b.   When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA),
and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

c.   The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

d.   As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

e.   In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

(1)   Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

(2)   Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3)   Certification

    (a)   Performance Assessment (edTPA) Guidance provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

    (b)   Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

5.   In-Person and Hybrid Learning Environments: Roles and Responsibilities

a.   In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b.   Instructional staff should:

(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 fully in-person and hybrid learning environments.

(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 pre-school).

(15) Limiting on-line activities for pre-school students.

c.   Mentor teachers should:

(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.

f.   Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

(1)   Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

(3) Prioritize vulnerable student groups for face-to-face instruction.

(4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

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

(6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

(7) Define and provide examples of high-quality instruction given context and resources available.

(8) Assess teacher, student, and parent needs regularly.

(9) Ensure students and parents receive necessary supports to ensure access to instruction.

(10) 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).

(11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

(12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

(13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

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

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

(18) Ensure the Curriculum and Special Education Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

g. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage online platform for small groups of in-person students while teacher is remote.

(4) Assist with the development and implementation of adjusted schedules.

(5) Plan for the completion of course requests and scheduling (secondary school).

(6) Assist teachers with providing updates to students and families.

(7) Support embedding of SEL into lessons.

(8) Lead small group instruction to ensure social distancing.

(9) Consider student grouping to maintain single classroom cohorts.

(10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

h. Support staff/paraprofessionals may:

(1) Lead small group instruction to ensure social distancing.

(2) Consider student grouping to maintain single classroom cohorts.

(3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5) Provide real-time support during virtual sessions.

(6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8) Lead small group instruction in a virtual environment.

(9) Facilitate the virtual component of synchronous online interactions.

(10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

i. Substitutes

(1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

(2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

(3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.

(4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

(2) Survey teachers and families to determine technology needs/access (consider those that have access but may be sharing personal devices with others).

(3) To the extent possible, provide district one-to-one instructional devices and connectivity.

(4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

(1) Train student teachers to use technology platforms.

(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3) Survey assistant teachers to determine technology needs/access (Pre-school).

(4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c.   Student teachers should:

(1)   Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2)   Lead small group instruction (in-person to help with social distancing).

(3)   Co-teach with cooperating teacher and maintain social distancing.

(4)   Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5)   Implement modifications or accommodations for students with special needs.

(6)   Facilitate one-to-one student support.

(7)   Lead small group instruction virtually while the classroom teacher teaches in-person.

(8)   Provide technical assistance and guidance to students and parents.

(9)   Develop online material or assignments.

(10)   Pre-record direct-instruction videos.

(11)   Facilitate student-centered group learning connecting remote and in-person students.

d.   Additional Staff Concerns – Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

(1)   Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades   Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

(2)   Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3)   Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

(4)   Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

(5)   Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7.   Athletics

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.

[See Appendix P – Athletics]

C.   Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1.   School Funding

     a.The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

          (1)   Elementary and Secondary School Emergency Relief Fund;

          (2)   Federal Emergency Management Agency – Public Assistance; and

          (3)   State School Aid.

     b.   School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

c.   School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1)   Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the "Public School Contracts Law", N.J.S.A. 18A:18A-1 et seq.

(2)   Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3)   Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D.   Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are "additional considerations" that may help districts in considering ways to adhere to the "anticipated minimum standards".

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

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

   a.   Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

   b.   In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should

be implemented to the greatest extent possible during the COVID-19 pandemic.

c.   The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

   (1)   Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

   (2)   IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

   (3)   IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

   (4)   IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

   (5)   The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

(6)   Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

[See Appendix Q – Special Education]

2.   Technology and Connectivity

a.   School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

b.   Districts should:

(1)   Conduct a needs assessment.

(2)   Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.

(3)   Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

(4)   For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

(a)   If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken

to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

[See Appendix R – Technology and Connectivity]

3. Curriculum, Instruction, and Assessment

a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

c. Virtual and Hybrid Learning Environment

   (1) Curriculum

   (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

   (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.

   (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in

learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

(a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

(b) In crafting an instructional plan, the school district should consider the following:

   (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

   (ii) Design for student engagement and foster student ownership of learning.

   (iii) Develop students' meta-cognition.

   (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

   (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

(vi)   Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3)   Assessment

(a)   For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(b)   Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.

(c)   In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d)   Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

(e)   Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

(i)   Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

[See Appendix S – Curriculum, Instruction, and Assessment]

4. Professional Learning

   a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

   b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

   c. Professional learning opportunities should be:

      (1) Presented prior to the beginning of the year;

      (2) Presented throughout the school year;

      (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

      (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and

      (5) 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.

   d. Mentoring and Induction

      (1) Induction must be provided for all novice provisional teachers and teachers new to the district.

      (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.

(3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

(4) Mentoring must be provided in both a hybrid and fully remote learning environment.

(5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

f. Evaluation

(1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

(2) School districts should develop observation schedules with a hybrid model in mind.

(3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

(4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

(5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

c. Guiding Principles

   (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

   (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

   (1) When planning for in-person instruction, examine current curriculum and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.

   (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

   Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.

f.   Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

g.   CTE Recruitment and Retention

CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.

h.   Funding to Support CTE Programs

The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

Appendices

Restart and Recovery Plan to Reopen Schools
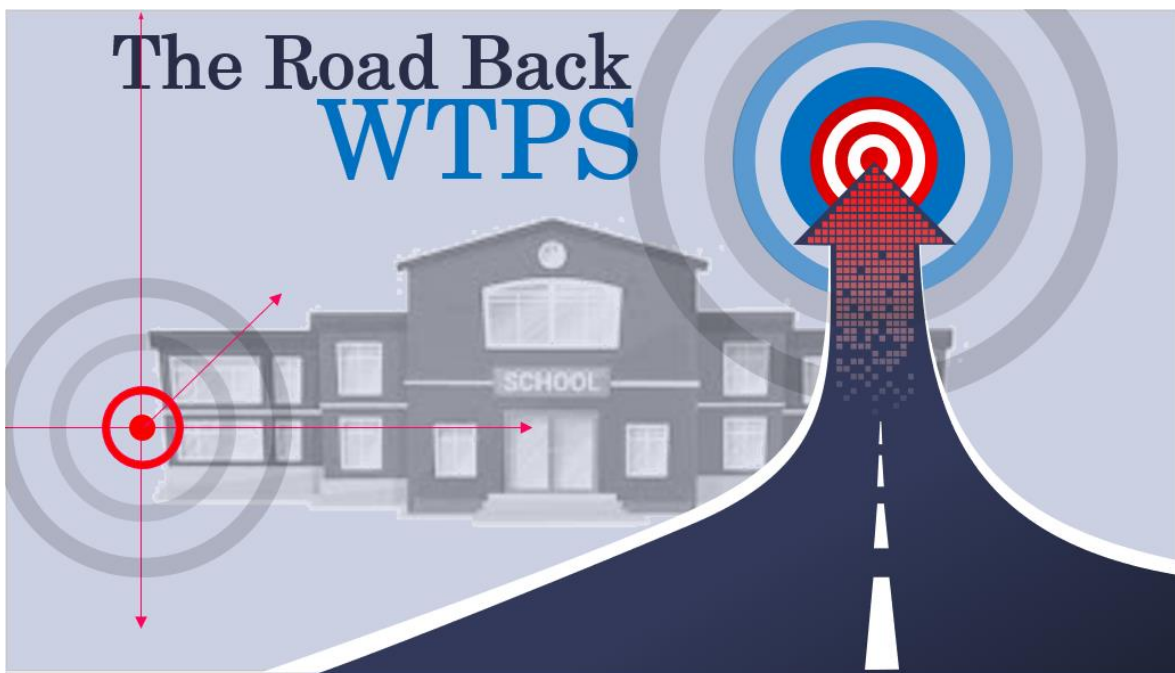
Appendix A

Appendix A

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

Appendix A includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan

As Washington Township Public Schools plan to open for the 2020-2021 school year, the CDC has offered several guidelines and considerations for ways in which schools can help protect students, teachers, administrators, and staff.

"COVID-19 is mostly spread by respiratory droplets that are released from people when they talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices such as handwashing, staying home when sick, and environmental cleaning and disinfection are important principles for school districts to implement." (CDC, Considerations for Schools, May 19, 2020)

a. Medically fragile students and students with complex disabilities
   ✓ Classrooms and therapy areas have been equipped with PPE, sanitizing wipes, hand sanitizer, gowns, shields, masks and gloves.
   ✓ Classrooms are equipped with sinks/hand washing stations.
   ✓ The daytime custodial staff will increase typical daily cleaning protocols in these areas.
   ✓ Disinfecting cabinets and wands will be used in these areas as necessary.
b. Communication/Protecting and Supporting Staff/Students
   ✓ School Nurses will communicate with the Gloucester County Department of Health regularly and monitor local updates regarding spread of COVID within Washington Township and neighboring communities.
   ✓ School Nurses will remain in direct communication with the Gloucester County Department of Health with questions and to seek guidance for presumptive and confirmed cases and when seeking advice regarding individuals with disabilities or serious underlying medical conditions.

- ✓ School Nurses will remain in close communication with the Building Principal and the Assistant Superintendent of Special Education/Student Services.
- ✓ Information related to COVID-19 will be shared with staff via the District's online training platform.
- ✓ The Human Resources Department will provide information regarding available options for leaves of absence/telework and general safety related to communicable diseases, specifically COVID-19.

c. Promoting Behaviors That Reduce Spread

Hand Hygiene

- ✓ Students, teachers, staff, and administrators must practice handwashing for a minimum of 20 seconds with soap and water. If soap and water are not available, all persons must use hand sanitizer with a minimum alcohol base of 60%.
- ✓ Staff members must increase monitoring of students' hand hygiene.
- ✓ Students, teachers, staff, and administrators should avoid touching their eyes, nose, and mouth.
- ✓ Students, teachers, staff, and administrators should avoid touching their face covering while in school.

Respiratory Etiquette

- ✓ All students, teachers, and staff members of WTPS must wear a face covering unless they have medical documentation or ADA compliance documents that suggest they cannot wear a face covering while in any district facility and/or utilizing district transportation.
- ✓ WTPS teachers, staff, and administration must teach and reinforce the correct use of face coverings:
  - o Face coverings may help prevent the spread of the virus by limiting a person's exposure to droplets that may be transmitted through the air.
  - o Wearing a face covering will help protect people around you, including those at higher risk of severe illness from COVID-19 and students, teachers, and staff members who frequently come into close contact with other people.
  - o Cloth face coverings are most likely to reduce the spread of COVID-19 when they are widely used by people in public settings.
  - o The spread of COVID-19 can be reduced when cloth face coverings are used along with other preventive measures, including social distancing, frequent handwashing, and cleaning and disinfecting frequently touched surfaces.

- ✓ Cloth face coverings should NOT be used by:
  - o Children younger than 2 years old
  - o Anyone who has trouble breathing or is unconscious
  - o Anyone who is incapacitated or otherwise unable to remove the cloth covering without assistance.
- ✓ Encourage staff and students to cover coughs and sneezes with a tissue or into the crux of their elbow. Used tissues should be thrown in the trash and hands/elbows should be washed immediately with soap and water for at least 20 seconds.

Signage and Messages

- ✓ WTPS will post signs in highly visible locations in every school and office throughout the district reinforcing the signs and symptoms of COVID-19, appropriate social distancing procedures, correct usage of face covering, respiratory etiquette, and correct hand hygiene.
- ✓ School building administrators will make daily announcements reminding students and staff of the importance of wearing a face covering, washing their hands, and maintaining the appropriate social distance.
- ✓ Signs throughout the district will convey consistent health and safety messages according to the guidelines communicated by the CDC and NJDOH.
- ✓ When appropriate, school buildings will utilize scrolling messages, the school/district webpages, social media, and other district approved venues to communicate information regarding COVID-19.
- ✓ Signs and messages will include common language established by the CDC and NJDOH.
- ✓ The common language used in the health and safety protocols and responses are defined below.
  - o **Face Coverings** are any well secured paper or cloth that covers the nose and mouth completely.
  - o **Close contacts** are individuals who were within 6 feet of a _confirmed_ COVID-19 case for a prolonged period-of-time (approximately 10 minutes or more) **or** had direct contact with the infectious secretions of a COVID-19 case (e.g. coughed on).
  - o **Casual contacts** are defined as being in the same indoor environment (e.g., classroom, office, gathering) with a symptomatic _confirmed_ COVID-19 case.
  - o **Contact of a contact** is any child, spouse, or other household members of an asymptomatic contact.
  - o **Isolation** separates sick people with a contagious disease from people who are not sick.

- o **Quarantine** separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.
- o **Confirmed** Cases are those who have been diagnosed with a laboratory confirmed COVID-19 test; *ONLY*

Staying Home When Appropriate

- ✓ WTPS will educate the students and parents/guardians, teachers, and staff about when they should stay home and when they can return to school.
- ✓ Reasonable accommodations - Students/Staff
    - o Students have been provided with the option to participate in a full remote learning program
    - o In coordination with the Human Resources Department and Administration the District will make every effort to provide reasonable accommodations if needed for staff.

Appendix B

Appendix B

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

Appendix B includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to:

a.   Social Distancing in Instructional and Non-Instructional Rooms

Classrooms
   ✓ Classrooms have been designed to accommodate all social distancing protocols
      (6 feet).
   ✓ All student desks and tables allow for students to participate in learning while maintaining the appropriate 6 feet needed for social distancing.
   ✓ The teacher's desk is a minimum of 6 feet from all student desks.
   ✓ There is 6 feet distance from the anticipated space in the front of the room where the teacher will teach to any student desk or table.
   ✓ When social distancing is difficult, face coverings are required for students and staff. Staff will be provided with appropriate PPE to ensure safety.
   ✓ Where possible, excess furniture has been removed from the classrooms to minimize high touch surfaces while maximizing the number of student desks/tables.
   ✓ All furniture constructed of fabric and classroom rugs have been removed from the classrooms.
   ✓ Tables (science labs, art rooms, tech room, etc.), have been marked prominently with an X to indicate no sitting zones. This will allow the teacher and the student to understand where their seat should remain to maintain social distance.
   ✓ WTPS is discouraging the sharing of materials and objects in the classroom, especially those that are difficult to clean or disinfect.
   ✓ Math manipulatives (Elementary) will not be shared and will be placed in individual plastic bags labeled with student names.
   ✓ Student belongings will remain separated in individual cubbies/hooks, storage containers, or will remain with students throughout the school day. Lockers will not be assigned or used. This will assist with the reduction of

high touch surfaces and congregating in between periods when students travel from one class to the next.
- ✓ WTPS is working to ensure adequate numbers of materials for each student to avoid sharing.
- ✓ Sanitizing cabinets and wands will be utilized when necessary.
- ✓ Ventilation systems in the districts' buildings are carefully monitored by the Director of Operations electronically and can be adjusted remotely to ensure proper air flow, temperature and the recommended percentage of outdoor air. Filters are changed frequently and tracked by date of replacement.

Therapy Rooms
- ✓ All therapy rooms have been rearranged utilizing the social distancing guidelines.
- ✓ Tele-practice will be implemented when appropriate and/or if social distancing is not possible.
- ✓ Staff will be equipped with the appropriate PPE including but not limited to masks with a clear plastic covering over the mouth so students can see their mouth, face shields, gloves, plexiglass dividers, etc.
- ✓ Sanitizing cabinets and wands will be utilized when necessary.
- ✓ Ventilation systems in the districts' buildings are carefully monitored by the Director of Operations electronically and can be adjusted remotely to ensure proper air flow, temperature and the recommended percentage of outdoor air. Filters are changed frequently and tracked by date of replacement.

Testing
- ✓ Testing and progress monitoring will occur in-person and remotely depending upon the test and/or progress monitoring situation.
- ✓ If social distancing guidelines can be met, in-person testing may be done.
- ✓ Plexiglas dividers have been assigned to each related service staff/CST member who is involved in individual testing and progress monitoring sessions.
- ✓ Sanitizing cabinets and wands will be utilized when necessary.
- ✓ Ventilation systems in the districts' buildings are carefully monitored by the Director of Operations electronically and can be adjusted remotely to ensure proper air flow, temperature and the recommended percentage of outdoor air. Filters are changed frequently and tracked by date of replacement.

b. Procedures for Hand Sanitizing/Washing

- ✓ Students, teachers, staff, and administrators must practice handwashing for a minimum of 20 seconds with soap and water. If soap and water are not available, all persons must use hand sanitizer with a minimum alcohol base of 60%.
- ✓ Staff members must increase monitoring of students' hand hygiene.
- ✓ Students, teachers, staff, and administrators should avoid touching their eyes, nose, and mouth.
- ✓ Students, teachers, staff, and administrators should avoid touching their face covering while in school.
- ✓ Appropriate signage will be placed throughout the district to remind students/staff of the proper way to sanitize and wash hands.
    - ✓ Hand sanitizing stations with the CDC recommended percentage of alcohol are available in various locations within all buildings.
    - ✓ Bottles of hand sanitizer will be available in each classroom.
    - ✓ Children at the Preschool and Kindergarten levels are closely supervised when using hand sanitizers
    - ✓ The student schedule includes opportunities for hand washing with soap and water at the elementary level.

Appendix C

Critical Area of Operation #3 – Transportation

Appendix C includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.c., including, but not limited to:

a.   Student Transportation and Social Distancing on School Buses

- ✓ Students riding school buses will be required to wear a face covering.
- ✓ Bus drivers will be required to wear a face covering. Transportation Assistants will be required to wear a mask and will be provided with a shield.
- ✓ Social distancing procedures will be followed on school buses to the greatest extent possible.
- ✓ Students who live in the same home will be assigned seats next to each other to maximize capacity and reduce spread of disease outside of family units.
- ✓ Students will be loaded from the back of the bus to the front of the bus and unloaded in reverse whenever possible.
- ✓ All students will be required to sit in an assigned seat. No exceptions.
- ✓ The bus driver will be required to reinforce students to wear their face covering and maintain proper social distancing,
- ✓ The bus driver will be required to maintain an updated seating chart for each run they are responsible for.
- ✓ Parents are being encouraged to waive their seat on the bus in order to assist with social distancing.
- ✓ After the AM runs are complete, the buses will be sanitized.
- ✓ After the PM runs are complete, the buses will be sanitized.
- ✓ Every evening, the transportation department will use an EPA approved disinfectant with a longer dwelling time to sanitize buses.
- ✓ There will be a hand sanitizer dispenser properly secured on each bus. The driver will require each student to use the hand sanitizer when entering the bus and may also use hand sanitizer when exiting the bus.
- ✓ The bus driver will have the windows open on the bus to allow for air circulation. (weather permitting)

- ✓ The Transportation Manager or designee will communicate with Special Education/Student Services Administration when additional information relative to ADA compliance must be considered.
- ✓ The Transportation Manager or designee will remain in close communication with building Administration and/or building level nurse relative to medically fragile students who are unable to wear a face covering (with medical documentation).

b. Parent Drop-off/Pick-up

- ✓ Parents and guardians are being encouraged by the district to waive their student's seat on the bus and transport their student to and from school.
- ✓ School based drop-off and pick-up procedures will be communicated by each Principal regarding variations in drop off and pick up procedure.

Appendix D

Appendix D

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

Appendix D includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to:

a. Location of Student and Staff Screening

   ✓ Students, parents, and all staff will be educated so that all persons understand how to identify the symptoms related to COVID-19.
   ✓ Educating the school community will include videos, presentations, daily and weekly communications from district and building-level leadership to ensure the safety of all school community members.
   ✓ Staff will be asked to take their temperature and check for COVID-19 symptoms each day prior to reporting to work. They should contact their direct supervisor and building level school nurse if they experience any symptoms consistent with COVID-19. Staff are also asked to consult their health care provider.
   ✓ Parents must sign a COVID-19 screening waiver that will confirm their agreement to self-monitor their child(ren), including a temperature check, in the home prior to getting on any district vehicle or entering a district facility. Staff will visually check students upon arrival for COVID-19 symptoms. If the visual screening indicates possible COVID-19 symptoms, the student will be sent to the school nurse for further assessment. Staff will take their own temperature and conduct a self-check for COVID-19 symptoms prior to reporting to work.

b. Social Distancing in Entrances, Exits, and Common Areas

   ✓ Due to the variation of each building, the sub-committee has determined the building-level leadership team should determine how to manage the flow of students throughout their building. The following guidelines must be followed:
      o Create one-way pathways throughout the building where possible.
         Note: Due to the size of some building hallways, it may be

necessary to split the hallway in half so one-side moves in one direction, and the other side moves in the opposite.

- o Stairwells should be designated and labeled one-way either up or down.
- o Plans for getting students to support services such as school counseling, health office, speech, OT, PT, or the helpdesk should be developed at the building level to minimize student movement and maximize instructional time in the classroom.
- o Preschool and Kindergarten students will be escorted to the health office when necessary.

Entry and Exit

✓ Due to the anticipated challenges associated with the arrival and dismissal of students at elementary, middle, and high school levels, the principals propose the following plan for the arrival and dismissal of their students. Please note, specifics regarding which doors will be used for students to enter and exit will vary based on the buildings design, layout, and student's age.

✓ **EARLY ELEMENTARY SCHOOLS (BE, TJ, WH)**
  <u>Arrival</u>
  Teachers enter the building: 8:45 AM
  Students begin entering the building 8:55 AM with a start time of 9:05 AM
  - ▪ Students will remain in parents' cars until directed by the principal or the designee
  - ▪ Bus students will remain on bus until directed to unload. One bus at a time will be unloaded.
  - ▪ Students will enter the building, following the one-way signs, and go directly to their classrooms.

  <u>Dismissal</u>
  1:05 begin dismissal
  Walking students dismissed first
  Bus students dismissed by bus number as their buses arrive

✓ **LATE ELEMENTARY SCHOOLS (BI, HU, WW)**
  <u>Arrival</u>
  Teachers enter the building: 8:45 AM
  Students begin entering the building 9:20 AM with a start time of 9:30 AM
  - ▪ Students will remain in parents' cars until directed by the principal or the designee

- - Bus students will remain on bus until directed to unload. One bus at a time will be unloaded.
  - Students will enter the building, following the one-way signs, and go directly to their classrooms.

Dismissal
1:30 begin dismissal
Walking students dismissed first
Bus students dismissed by bus number as their buses arrive

- ✓ MIDDLE SCHOOLS (BHMS, CRMS, OVMS)

  Arrival
  Teachers enter the building: 7: 45 am.
  Students begin entering the building: 7:50 -8:10 am.
  - Students will remain in parent vehicles until directed to enter the building by a school administrator or designee. This will eliminate a need for a holding room and will allow for a slower pace of students entering the building at once. Principals of each middle school will communicate specifics related to designated parent drop-off and pick-up areas. Plans will be communicated to staff and parents prior to the start of the school year.
  - School administrator or principal's designee will unload one bus at a time.
  - Students will enter the building and go directly to period 1 or period 5.

  Dismissal
  12:22 Dismiss walkers and 6th-grade students with a parent pick up.
  12:26 Dismiss 7th and 8th-grade with a parent pick up.
  12:30 Begin dismissing buses by number.

- ✓ WASHINGTON TOWNSHIP HIGH SCHOOL

  Arrival
  Teachers arrive by 7:10 am.
  Students begin entering the building at 7 am when doors are unlocked.
  Students are expected to enter the building using the door closest to their first class of the day.
  - 11/12 Wing
    - o 11/12 Main Office Entrance
    - o 11/12 Playhouse Entrance
    - o E-Hall Entrance by E-2
    - o Ramp entrance by G-102

Core
- o Core Main Entrance

9/10 Wing
- o Entrance by Cafeteria C/D
- o Ganttown Road Entrance
- o Students driving to school or being transported by parents will remain in their cars until 7 am when the doors are unlocked. This will help minimize students congregating while waiting to enter the building.
- o All exterior entry doors will be propped open and supervised by an administrator or designee from 7 am until 7:15 am to minimize students or staff touching door handles upon arrival.
- o Students enter the building and go directly to their first class of the day.

Dismissal
A staggered dismissal schedule will be as follows:

Group	Dismissal Time	Lunch Pickup Location	Notes
Seniors (Grab and Go)	11:40	Cafeteria B	Exit back of Cafeteria if Driving
Sophomores (Grab and Go)	11:41	9/10 Gym Lobby	Exit doors by Café C/D
Juniors (Grab and Go)	11:42	IMC	Exit exterior doors to back lot if driving Exit side door back to Core Lobby if taking the bus
Freshmen (Grab and Go)	11:43	Core Lobby	Exit Core Lobby
Upstairs Classrooms/All Grades (No Lunch)	11:44	N/A	Exit nearest doors
Downstairs Classrooms/All Grades (No Lunch)	11:45	N/A	Exit nearest doors

Appendix E

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

Appendix E includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e., including, but not limited to:

a.   Screening Procedures for Students and Staff
- ✓ Students, parents, and all staff will be educated so that all persons understand how to identify the symptoms related to COVID-19.
- ✓ Educating the school community will include videos, presentations, daily and weekly communications from district and building-level leadership to ensure the safety of all school community members.
- ✓ will be asked to take their own temperature each day prior to going to work. They should contact their direct supervisor and building level school nurse if they experience any symptoms consistent with COVID-19 like symptoms. Staff are also asked to consult their health care provider.
- ✓ Parents must sign a COVID-19 screening waiver that will confirm their agreement to self-monitor their child(ren), including a temperature check, in the home prior to getting on any district vehicle or entering a district facility.
- ✓ Staff will visually check students upon arrival for COVID-19 symptoms. If the visual screening indicates possible COVID-19 symptoms, the student will be sent to the school nurse for further assessment and the visit will be recorded. Temperature checks must be completed safely and respectfully. Temperature checks and screenings that include students with disabilities will take into account the specific needs of those students.

b.   Protocols for Symptomatic Students and Staff: The following flowcharts entitled "Student Screening Flowchart", and "Staff Screening Flowchart" provide guidance in dealing with symptomatic students and staff.

COVID-19 Student Screening Flowchart

This flowchart will be used for nursing staff to provide guidance on students who may present to the health office sick bay with COVID-19 or MIS-C like symptoms. This does not replace judgement based on identified findings or case by case nursing assessment.

Pediatric patients with COVID-19/MIS-C may experience the following signs or symptoms over the course of the disease:

- Fever
- Cough
- Nasal congestion or rhinorrhea
- Sore throat
- Shortness of breath
- Diarrhea
- Nausea or vomiting
- Fatigue/extreme fatigue Myalgia
- Headache
- New loss of taste/smell
- Poor feeding or poor appetite

Other: rash, red eyes, cracked/swollen lips, red/swollen tongue, swelling hands/feet, stomach pain, neck pain CDC 5/29/20

Student exhibits symptoms. Teacher calls nurse. Student presents to Health Office "sick bay"

VERBAL

Chief complaint/ s/s. When did symptoms start? Recent Travel? Recent exposure to someone ill?

VISUAL

Cyanosis, flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and coughing.

PHYSICAL Exam

Temp ≥100 with resp. s/s or ≥101 with fever only. Pulse Ox <93%

Verbal, Visual, Physical Concerns or Out of Range

CALL EMS

- Difficulty breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face/Pulse ox <93%

Yes

Allow to rest for 10 minutes

No

Isolate. Send home, Advise to call Health Care Provider.

No
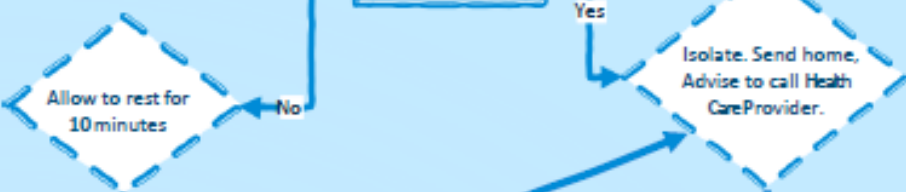
Improving - notify parent /guardian

Document Findings in HOA/ tracker data base

Notify Administration & Health Department pm for Presumptive COVID-19 case. Notify counselor, teacher/ attendance

Yes

Back to Class

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html

https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html
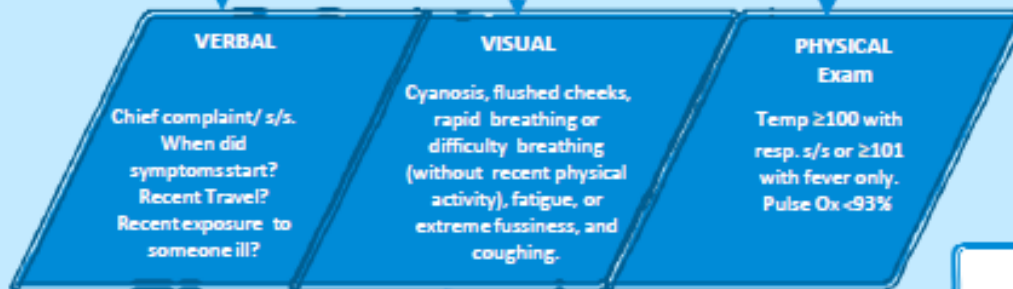
COVID-19 Staff Screening Flowchart

This flowchart will be used for nursing staff to provide guidance on WTPS staff who may report or present to the health office sick bay with COVID-19 symptoms . This does not replace judgement based on identified findings or case by case nursing assessment.

Staff member exhibits symptoms and calls: office for coverage and nurse to report symptoms. If *unstable* presents to Health Office "sick bay".

If stable: goes directly home and referred to medical provider.

Self-report temperature to school nurse once home or at MD.
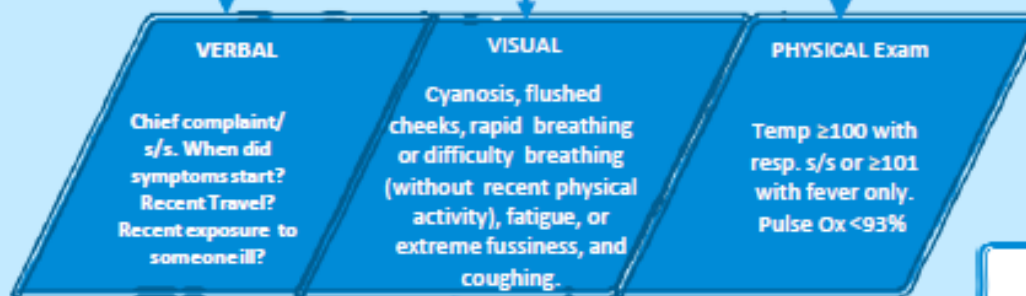
Patients with COVID-19 may experience the following signs or symptoms over the course of the disease:

- Fever
- Cough
- Nasal congestion or rhinorrhea
- Sore throat
- Shortness of breath
- Diarrhea
- Nausea or vomiting
- Fatigue
- Headache
- Myalgia
- Poor appetite
- New Loss of taste/smell

CDC 5/29/20

VERBAL

Chief complaint/ s/s. When did symptoms start? Recent Travel? Recent exposure to someone ill?

VISUAL

Cyanosis, flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and coughing.

PHYSICAL Exam

Temp ≥100 with resp. s/s or ≥101 with fever only. Pulse Ox <93%

Verbal, Visual, Physical Concerns or Out of Range

CALL EMS

- Difficulty breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face/Pulse ox <93%

Yes

Isolate. Send home, Advise to call Health Care Provider.

Allow to rest for 10 minutes

No

No

Improving – notify office

Document Findings in HOA/ tracker data base

Notify Administration & Health Department prn for Presumptive COVID-19 case.

Yes

Back to Classroom

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html

https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html

COVID-19 RETURN TO SCHOOL FLOWCHART

WTPS July 28, 2020

Children and staff who are COVID-19 **positive** or who have symptoms consistent with COVID-19 and have **not had a medical evaluation or COVID-19 test** must not return until they have met the criteria for discontinuing home isolation

↓

Individuals with an alternate diagnosis that would explain the reason for their symptom(s) should:

Stay home and follow the NJDOH School Exclusion List for the diagnosed illness.

If symptoms related to an alternate diagnosis change or worsen, the individual should consult a healthcare provider to determine next steps.

Met Criteria

No — Contact School Nurse

Yes — Contact School Nurse/Return to School

Individuals who have **symptoms of COVID-19** AND: ☐ **have tested positive** (by PCR, rapid molecular or antigen testing) OR ☐ **have not been tested** (i.e. monitoring for symptoms at home)	Should **stay home** and **away from others** until: ☐ At least 10 days have passed since their symptoms first appeared AND ☐ They have had no fever for at least 24 hours (one full day without the use of medicine that reduces fever) AND ☐ Symptoms have improved (e.g. cough, shortness of breath)
Individuals who have **NO symptoms and have tested positive**	Should **stay home** and **away from others** until: ☐ 10 days have passed from the collection date of their positive COVID-19 diagnostic test AND they have not developed symptoms.
Individuals who have symptoms and have tested negative	Should **stay home** and **away from others** until: ☐ 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve.
Individuals who are identified as a **close contact*** of a confirmed case	Should: ☐ Self-quarantine and monitor for symptoms for 14 days from the last date of exposure with the confirmed case, even if contact tested negative.
For Special Education and Childcare the small group/cohort of the symptomatic person should also be sent home.	Contacts should be instructed to **quarantine** and may return: ☐ **If the ill person tests positive** - after 14 days from the last exposure and no symptoms develop. OR ☐ After the ill person has an alternate diagnosis that would explain the symptoms. OR ☐ After the ill person tests negative.
If a case of COVID-19 infection occurs in **one defined group** within the center, the ill person should be sent home.	Response: ☐ Other staff and children in the group would be considered close contacts of that case and must be quarantined in their homes for 14 days. AND ☐ Public health, parents/guardians, and staff facility-wide should be informed of the situation. AND ☐ The CDC guidance for cleaning and disinfection should be followed.

In consultation with GCHD on 7/28/2020 and **New Jersey Department of Health COVID-19 Guidance for Reopening Childcare, July 20, 2020**

c. Protocols for Face Coverings

COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, talks, or raises their voice (e.g., while shouting, chanting, or singing). These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

WTPS requires all students, teachers, staff, and administrators to wear a face covering throughout the entire school day and reminded of the following:

✓ *Make sure your cloth face covering:*
- o fits snugly but comfortably against the side of the face
- o completely covers the nose and mouth
- o is secured with ties or ear loops
- o includes multiple layers of fabric
- o allows for breathing without restriction
- o can be laundered and machine dried without damage or change to shape

✓ *Wear your Face Covering Correctly*
- o Wash your hands before putting on your face covering
- o Put it over your nose and mouth and secure it under your chin
- o Try to fit it snugly against the sides of your face
- o Make sure you can breathe easily

✓ *Wear a Face Covering to Protect Others*
- o Wear a face covering that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- o Wear a face covering in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
- o Wear a face covering correctly for maximum protection
- o Don't put the face covering around your neck or up on your forehead
- o Don't touch the face covering, and, if you do, wash your hands or use hand sanitizer to disinfect

✓ *Take Off Your Cloth Face Covering Carefully, When You're Home*
- o Untie the strings behind your head or stretch the ear loops
- o Handle only by the ear loops or ties
- o Fold outside corners together
- o Place covering in the washing machine (learn more about <u>how to wash cloth face coverings</u>)
- o Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.

✓ The WTPS district will provide all teachers and staff members with 1-2 cloth face coverings.

- ✓ The WTPS district will provide all nurses and health office assistants N95 masks, regular face masks, face shields, plastic gowns, and gloves to protect themselves.
- ✓ Any teacher or staff member working with a specialized population of students that requires close contact will be provided, by the district, face masks, face shields, plastic gowns, and gloves as appropriate.
- ✓ All custodial staff will be provided face masks, face shields, gowns, and gloves as needed to clean and sanitize the buildings safely.

Appendix F

Appendix F

Critical Area of Operation #6 - Contact Tracing

Appendix F includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.

The Gloucester County Department of Health will guide the district in all contact tracing efforts related to presumptive and confirmed COVID-19 cases.

- ✓ The district will share information using a variety of media options with the school community regarding the following:
  - o Definitions
    - ▪ Close Contact will be defined as Individuals who were within six feet of a confirmed COVID-19 case for a prolonged period of time (approximately ten minutes or more) or had direct contact with the infectious secretions of a COVID-19 case.
    - ▪ Casual Contact will be defined as being in the same indoor environment such as, classroom, office, with a symptomatic, confirmed COVID-19 case.
    - ▪ Contact or a contact will be defined as a child, spouse or other household member of the asymptomatic contact.
- ✓ The district school nurses will act as the point of contact regarding presumptive and positive cases of Covid-19 in the building.
- ✓ School Nurses will contact the GCDOH with information of any student or staff member that presents with suspicious symptoms that are COVID-19 like.
- ✓ School Nurses will assist the GCDOH by providing casual and close contact information including names, contact information, relevant demographic information, and symptoms.
- ✓ School Nurses will participate in the contact tracing course offered by Johns Hopkins University.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Appendix G includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.g.

Working together with the local health department, the CDC, NJDOH, and the NJDOE, schools have an important role in maintaining a healthy and safe learning environment for all students and staff. By nature, schools are social communities. Therefore, it is imperative to the mitigation of the virus that Washington Township Schools develop coordinated strategies for sanitizing their facilities when students and staff are present, and when they are not.

During the Normal Operating Hours of the School Day:

Common Areas/Classrooms

- ✓ The custodial staff will utilize an approved EPA disinfectant, with minimal dwelling time (time to eliminate germs and evaporate), to sanitize high touch zones such as, but not limited to: handrails, doorknobs, light switches, copy machine touch pads, counter tops, phones, keyboards in communal locations, walls, and lockers.
- ✓ Student Bathrooms: The custodial staff will utilize an approved EPA disinfectant with minimal dwelling time to sanitize the student bathrooms while school is in session (toilet handles, faucets, doorknobs, stall locks, etc.)
    - o Documentation will be maintained to indicate date, time of cleaning/disinfection.
    - o Elementary Level: Bathrooms in classrooms will be wiped at various times of the day. Bathrooms in hallways will be sanitized using the electrostatic sprayer.
    - o Middle School Level: Bathrooms will be cleaned during alternating class period cleaning schedule (ex. Girls bathrooms, 1, 3, 5, 7 and Boys bathrooms, 2, 4, 6, 8) daily.
    - o High School: Bathrooms to be cleaned throughout the day on a rotating basis.
- ✓ Faculty Bathrooms: The custodial staff will sanitize the faculty bathrooms (toilet handle, faucet, doorknobs, etc.) empty the trash cans two times per day, while teachers are in the building. The sanitation sign should be initialed so staff can see the time is was cleaned and by whom it was cleaned.

- ✓ Trash cans in the student bathrooms should be emptied and cleaned using the same sanitizing scheduled detailed above. Frequent emptying of trash receptacles will dispose of used sanitizing wipes, tissues, and any other material that may contain bodily fluid or respiratory droplets.
- ✓ The daytime custodian should cleans/disinfect the school health office and alternate sick bay area several times a day or upon request by the School Nurse. The custodial staff will use district provided PPE when cleaning health office/sick bay areas.
- ✓ The custodian will circulate through the main office and common areas to sanitize high touch zones and empty the trash receptacles.
- ✓ After students and staff have arrived to school, the custodian will sanitize high touch zones.
- ✓ Office areas will be equipped with sanitizing wipes for surfaces and hand sanitizer.
- ✓ At the secondary level, classrooms will be equipped with sanitizing wipes and hand sanitizer. At the conclusion of a class period, students will be asked to wipe their assigned area and sanitize hands prior to leaving the classroom. Students entering will have the option to use a sanitizing wipe to clean their designated work space and will be prompted to sanitize hands when finished.

Water Fountains/Fill Station
- ✓ Water Fountains will be turned off.
- ✓ Students may use filling stations where available.
- ✓ Students will be permitted to bring water bottles to school.

After School Hours:
- ✓ In addition to routine cleaning procedures, a high-powered electrostatic sprayer and approved product with a dwell time of 20-30 minutes will be used nightly for deep sanitization of classrooms.
- ✓ Custodians should focus on high touch areas in each of their individual zones including but not limited to bathrooms (toilets, toilet handles, faucets, soap dispenser, etc.), doorknobs, desks and tabletops, chairs, light switches, walls, and lockers.
- ✓ Vacuum all carpeted areas of the building.
- ✓ Health Office/Sick Bay (Isolation) Area: Sanitize all areas including but not limited to the curtain dividers, beds, doorknobs on the interior and exterior of the doors, the bathroom (toilet handle, faucet, soap dispenser, etc.) desks, chairs, exam tables, countertops, phones, receivers, and number pads.

✓ Main Office: Sanitize phones (receivers, keypads, etc.), keyboards, counter tops, doorknobs, copy machine touch pad, refrigerator handle, Envoy checking-in iPad station.

✓ The elevator should be sprayed every evening with sanitizer. (buttons, walls, and door -interior and exterior).

✓ The doors that were designated as exit doors should be sprayed and sanitized nightly.

✓ Teachers will be asked to leave the building no later than their normal sign out time to allow for proper disinfection of the buildings each evening.

Trash Cans: Trash cans should be emptied as often as possible to reduce a build-up of germs.

High Traffic areas such as the Nurse's office, main office, attendance office, and school counseling offices, should be sanitized to ensure there is no buildup of germs.

IV. Custodial Staff

✓ All custodial staff will be provided with appropriate PPE and training for proper use of PPE while cleaning.

✓ The custodial staff will store all cleaning supplies in a responsible and appropriate manner according the label.

✓ Custodial staff are required to wear gloves and a face covering when in district facilities.

✓ All custodial staff should practice social distancing while working, follow proper preventative hygiene and respiratory etiquette.

✓ Custodial staff will close off areas of the school and/or office spaces if a student, teacher, staff member, or administrator is presumed to have COVID-19. They will delay their cleaning and disinfection per the CDC/NJDOH guidelines to reduce exposure to respiratory droplets. They will open outside doors and windows to increase air circulation in the affected area.

Appendix H

Appendix H

Critical Area of Operation #8 – Meals

Appendix H includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.h.

Meal delivery plan

- ✓ The District will be following an early-dismissal schedule with no lunch period in order to assist with social distancing and reduce the number of students/staff reporting to large/common areas.
- ✓ Meals will be pre-ordered using the Pay-for-it account.
- ✓ Meals (Breakfast and Lunch) will be grab and go style and will be bagged for students to take as they exit the building. Meals will be labeled for each student based on what was ordered.
- ✓ In Elementary Schools and Middle Schools meals will be delivered to student classrooms at the end of each day by food service personnel and/or cafeteria aides.
- ✓ At the High School, meals will be delivered to various locations within and/or outside the building, depending on the location of buses, whether the student is a walker, or is being picked up from school.
- ✓ Students in Cohort A must order their weekly meals by the preceding Friday. Students will receive their meals for Monday and Tuesday at dismissal on Monday, and will receive their meals for Wednesday, Thursday and Friday at dismissal on Tuesday.
- ✓ Students in Cohort B must order their weekly meals by the Monday of the current week. Students will receive their meals for Thursday and Friday at dismissal on Thursday, and will receive their meals for Monday, Tuesday and Wednesday at dismissal on Friday.
- ✓ Students choosing all remote learning will be able to pick up food at their home school. Cohort A will be able to pick up 2 days of meals on Monday and 3 days of meals on Tuesday. Cohort B will be able to pick up 2 days of meals on Thursday and 3 days of meals on Friday.

Appendix I

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Appendix I includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.i.

HEALTH AND PHYSICAL EDUCATION/RECESS

- High School and Middle School Health Education would align with the Hybrid Schedule defined in this plan: Cohort A, Cohort B, Cohort C, and Cohort R.

- Elementary Health Education is taught by the classroom teacher and would align with the Hybrid Schedule defined in this plan: Cohort A, Cohort B, Cohort C, and Cohort R.

- High School and Middle School Physical Education will be scheduled in an all remote learning environment.

- Elementary Physical Education would be held in classrooms and/or outside on school grounds. Designated areas will be established outside for Physical Education and Recess so field usage is scheduled separately.

Appendix J

Appendix J

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

Appendix J includes the locally developed protocols addressing the anticipated minimum
standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section
A.1.j.

The following schedule/conditions will exist for Field Trips, Extracurricular Activities, and
Use of Facilities Outside of School Hours:

- High School Extracurricular Activities
  - Remote/Virtual: Extracurricular Clubs/Activities will be analyzed/reviewed for the
    ability to be provided in a Remote/Virtual Environment.
  - There will be no Field Trips during the period this plan is in place.

- Middle School Extracurricular Activities
  - Remote/Virtual: All Extracurricular Clubs/Activities will be analyzed/reviewed
    for the ability to be provided in a Remote/Virtual Environment.
  - There will be no Field Trips during the period this plan is in place.

- Elementary School Extracurricular Activities
  - Remote/Virtual: All Extracurricular Clubs/Activities will be analyzed/reviewed
    for the ability to be provided in a Remote/Virtual Environment.
  - There will be no Field Trips during the period this plan is in place.

- Additional Conditions for some Co-Curricular Activities
  - Co-Curricular Activities that can accommodate social distancing and other
    safety protocols such as Marching Band will be held in person.
  - All Extracurricular Academic competitions will be not held in a live environment.
    They will be held in a virtual environment as the vendor we participate with can
    implement. Examples could include Debate Team, Mock Trial, etc.

- Career and Technical Education (CTE): All work-based student experiences will be
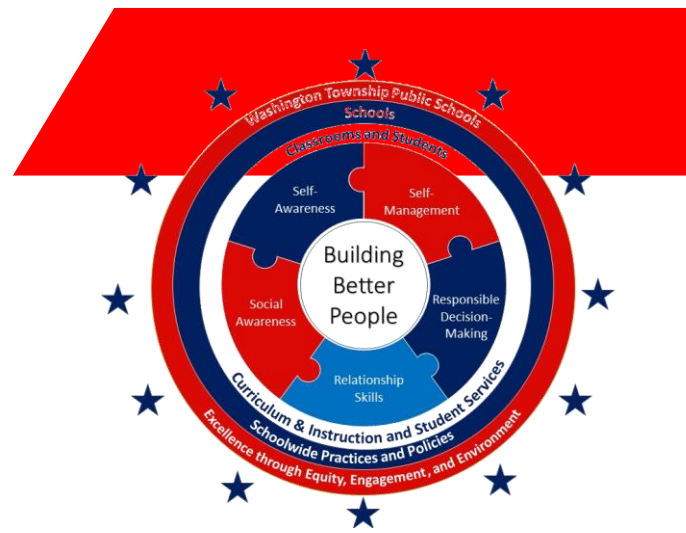 suspended.

Appendix K

Appendix K

Academic, Social, and Behavioral Supports

Appendix K includes supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

The School District's School Climate / Social Emotional Learning (SEL) Team, WTPS Building Better People Team, created the following services and resources for our district's staff, students, and families.

Member	Position	Building
Jennifer Grimaldi	Director of District School Counseling, WTPS School Climate / SEL Lead	Central Admin / WTHS Core
Dr. Kara Ieva	Associate Professor	Rowan University's College of Education
Gretchen Gerber	Director of Elementary Education	Central Admin
Steve Gregor	Director of Secondary Education, Equity Officer	Central Admin
Ray Dinovi	Board of Education Member	BOE
Ray Anderson	Principal	Whitman ES
Corinne Arenz	School Counselor	Whitman ES
Michelle Krueger	Teacher & Parent	Wedgwood ES
Christine Gehringer	Elementary Supervisor	District Grades P-5
Melissa Barnett	ELA Supervisor	District Grades 6-12
Theresa Pietrowski	Principal	Chestnut Ridge MS
Sheronda Howard	School Counselor	Chestnut Ridge MS
Sandy Conlin	Student Assistance Coordinator (SAC)	Chestnut Ridge MS
Kathleen Gillespie	Teacher & Parent	Orchard Valley MS
Dan Saia	Assistant Principal	Washington Twp HS
Nicole Venere	School Counselor & Parent	Washington Twp HS
Heather Petolicchio	Student Assistance Coordinator (SAC)	Washington Twp HS
Staci Edmonds	Teacher	Washington Twp HS

Vision/Mission Statement: Building Better People by helping all students achieve school success and plan for their future.

Topic	Subtopic	Implementer	Action and Resources
SEL, School Climate and Culture	**SEL** Five Competencies	- School BBP Teams, Staff - Elementary Teachers - Middle School & High School Teachers	- BBP Team School-Wide SEL Ideas District File: Shared Word Document - Embedded in everyday lessons, Add Lesson Plan Learning Targets with SEL - Embed in all content areas, Add Lesson Plan Learning Targets with SEL
	SEL Well-Being Wellness	- Dr. Ieva - Departments	- Professional Development during 9/2/20 Inservice - Offer ongoing assistance per grade level/content area
	SEL Well-Being Trauma-Informed Care	- Building Administrators, Staff - Director of District School Counseling, School Counselors, SACs	- Use common language from SEL. Additional common language from Character Education, Equity, NPFH, PBIS, Restorative Practices. - Purchase and use digital SEL Universal Screener for all students
	Family Engagement/ Community Engagement Parents	- Data Department - Building Administrators - Teachers - BBP Team - Technology Specialists - School Counselors - Director of District School Counseling	- Offer PowerSchool parent portal tutorial - Create teacher protocol for parent contact via telephone, email, etc., Create school orientation - Create student check-in protocol - Create informational videos on school climate - How to access platforms - How to access services and mental health awareness - Create referral process
	Trauma-Informed Social Emotional Learning (Includes Racial Trauma)	- Directors/Supervisors - Teachers	- Create a teacher checklist guide and incorporate how to build teacher-student relationships - Offering student office hours

		School Climate and Culture	- District BBP Team	- Continue to discuss district/building level information and be district decision makers
			- School BBP Team	- Assign team and oversee work of subcommittees to bring information to district team (i.e., School Safety/School Climate, No Place for Hate, etc.)
			- Director of District School Counseling	- Offered No Place for Hate professional development training for administrators
			- Directors	- Collaborate with Rowan University Consultants to create survey for students/parents/staff
MTSS/NJTSS		Tiers 1-3	- Teachers	- Outlined on our district webpage and found HERE.
		Tier 1 Prevention	- School Data Teams/Professional Learning Committees - School Counseling & SAC Curriculum/Lessons	- Meet to analyze student data to determine planning and assistance - Implement school-wide
		Tier 2 I&RS	- Directors, Building I&RS Teams - ELA & Math Interventionists, School Counselors, SACs	- Professional Development during 9/23/20 Inservice, Use District I&RS Manual - Create small groups to target student needs
		Tier 3 Individual & Referral	- School Counselors, SACs	- Schedule student appointments with using Microsoft Outlook Calendar to interface with Youcanbookme
Wraparound Services and Supports		Centralize Services	- School Counselors, SACs	- School Counseling Offices as "One Stop Shops" by placing School Counselors and SACs in same location
		Informed Consent	- Director of District School Counseling, School Counselors, SACs	- Available on PowerSchool SIS for annual parent approval
		Tier 1 School-Wide	- Staff	-Address student needs
		Tier 2 Groups	- School Counselors, SACs	- Identify and address full-time remote cohorts, special education, 504, ELL, family engagement
		Tier 3 Individual & Community Resources	- School Counselors, SACs, Building Administrators	- Provide evening hours for parents by flexing workday - WTPS Community Resources List
		Mentoring	- Staff, Building Administrators, etc. - Students (i.e., leaders, clubs, etc.)	- Staff-to-Student – Identify students and create process - Student Peer-to-Peer – Identify

		- Directors, Supervisors, Staff - School Counselors, SACs	students and create process - Staff Peer-to-Peer – Identify department needs and create process - Hold ongoing peer consultation meetings by level
Career Technical Education (CTE)	**Career Advisement and Development**	- School Counselors	- Attend professional development, read professional articles to learn about College Access, Career Readiness/Accessibility - Use resources such as Naviance, WTPS Postsecondary Guide, ASCA/NJSCA, NACAC/NJACAC, ACT Center for Equity and Learning, CollegeBoard Equity and Access, HESAA - Identify similar student needs and run group counseling sessions

Appendix L

Restart Committee

Appendix L includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.1.

Reopening Task Force

Main Task Force

Group	Member
Cabinet	10 (J. Bollendorf, J. McGee, A. Miller, J. Wechter, G. Gerber, S. Gregor, K. Ashbridge, K. Carey, J. Grimaldi, J. Konecki)
Principals	14 (A. Salstrom, V. Grier, J. Rose, N. Dawson, G. Breen, C. Zimmerman, R. Anderson, M. D'Ostilio, C. Cancila, T. Pietrowski, J. Strout, J. Saverase, S. Selby, K. Murphy)
Supervisors	4 (C. English, C. Gehringer, J. Henry, S. Whalen)
BOE	4 (J. Kozempel, B. Ellis, D. Halpin, S. Carvalho)
WTEA	5 (G. Taraschi, D. Eckley, C. Sharkey, J. Lyons,)
WTSSSPA	5 (S. Dudley, C. Kosar, R. Kelley, E. Kozale, L.Sanders)
Managers	6 (B. Schoenfeldt, S. O'Donnell, M. Devone, S. Rife, H. Finkle, B. Grutzmacher)
Nurses	3 (T. Cotton, K. Luckiewicz, D. Sernicola)
School Physician	1 (Dr. Koerner)
Parents	5 (M. DiNardo, J. Gramble, S. Trost, Dave Koerner, Stacey DiMeo)
Students	2 (Brianna Sudler, Jacob Minnick)
Kids Choice Child Care	1 (Joe Greer)
Community Member	1 (Joe Devine) Formally Head of Jefferson Health Pandemic Response.

Sub-Committees
Health and Safety
Janine Wechter/Annette Miller – Co-Chairs
Bob Schoenfeldt
Terry Cotton
Kathleen Luckiewicz
Deborah Sernicola
Dr. Koerner
Jon Strout
Colleen Cancila
Ginny Grier
Melissa McNally
Maryann Kwietkowski
Krista Scardino-Welch
Shawn Dudley
John McKie
Steve Whalen
Joanne Henry
Dave Koerner
Ginny Murphy
Bill Grutzmacher
Joe Greer

Transportation/Food Service
Janine Wechter/Harry Finkle – Co-Chairs
Marilu Devone – Food Service
Suzanne O'Donnell - Transportation
Steve Selby
George Passante
Greg Muscelli
Andrea Salstrom
Margaret Earling
Chrissy Kosar
Lynn Cianci
Shannon Trost
Renee Pollard

Curriculum, Instruction & Scheduling

Jack McGee/Annette Miller Co-Chairs
Directors – 3 (Dr. Steve Gregor, Gretchen Gerber, Kathryn Ashbridge)
Kathy Sandusky
Shereen Ducasse
Paul Rodrigo
Angela Terruso
Marianne Muller
Amanda Williams
April Renzetti
Katina Gibb
Diane Stevens
Dr. Shawnequa Carvalho
Jon Strout
John Saverase
Michael D'Ostilio
Theresa Pietrowski
A'ndrea Brown
Naté Dawson
Gary Breen
Casey Corigliano
Tricia Holmes
Melissa Barnett
Beth Hinman
Beth Neiderman
Jenn Gramble
Jacob Minnick
Brianna Sudler

Technology Support – Remote Instruction

Gretchen Gerber/Joe Konecki Co-Chairs
Jason Buttacavoli
Jim Sturniolo
Joe Goffredo
Cathy Boyle
Charlie Zimmerman
Greg Muscelli
Jeff Snyder
Janine Ryan

Joe Hoopes
Tech Trainer (TBD)
Dr. Brian Ellis
George Lagos
Cathy Coppola

School Climate – Counseling (Social & Emotional Support)

Jennifer Grimaldi – Chair
Gretchen Gerber
Steve Gregor
Ray Anderson
Theresa Pietrowski
Dan Saia
Corinne Arenz
Sheronda Howard
Nicole Venere
Sandy Conlin
Heather Petolicchio
Melissa Barnett
Christine Gehringer
Ray Dinovi
Michelle Kruger
Kathleen Gillespie
Staci Edmonds

Communication

Kathy Carey – Chair
Jan Giel
Matt Pesyna
Fran Ingram
Stacey DiMeo
Jessica Rose
Jenn MacMillan
Angela Costello
Rose Armstrong
Julie Kozempel

Personnel
Janine Wechter/Sharon Rife Co-Chairs
ESS (Substitutes) Brian Engle
Steve Gregor (WTPA President)
Carole English (WTSA President)
Valerie Wasylyk (WTEA Exec. member)
Shawn Dudley (WTSSSPA President)
Sue Sorg
Dr. Karen Garrison

Athletics/Health and PE/School Activities
Kevin Murphy – Chair
Steve Cordner
Donna Costa
Eric Schwartz
Stephanie Mroz
Lisa Lee
Josh Hanlon
Jennine O'Connor
Hunter Reese
Mike DiNardo
Terry Cotton
Kathleen Luckiewicz
Paul Esposito
Joe Zachowski
Carol Costello
Shaun Giberson

- The Superintendent will be an at-large member of each sub-committee.

Appendix M

Appendix M

Pandemic Response Teams

Appendix M includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.

	GTECC	WTHS
School Principal	Andrea Salstrom	Jonathan Strout
Teacher	Angela Otto	Alexandria Ackley
Teacher	Sandy Fitzpatrick	Staci Edmonds
Teacher	Karin Mickelson	Brittany Mason
Teacher	Chrissy Drewes	Jeffrey Rearick
CST Member	Kelly Graham Owens	Christina Quirk
Counselor	Lauren Krupa	Karin Eckert-Carpenter
Supervisor	Janine Ryan	Steve Whalen
School Nurse	Tina Guerra	Theresa Cotton
School Safety Personnel	Cindy Haas	Kevin Murphy
School Safety Team Member	Amanda Kowal	George Passante
Custodian	Bill Deiner	Ed Kozole
Parent	Jamie DeVecchis	Dr. David Koerner
Teacher in Charge/ Ast Prin.	Jena Driscoll	John Saverase
Teacher	Kelley Doak	Calvin Spencer
Interventionist	Carin Cooper	Kristin Bentley
School Resource Officer	Vincenzo Fulginiti	Tom DiTullio
Secretary		Theresa Saponara

	BELLS	BIRCHES	HURFFVILLE
School Principal	Virginia Grier	Jessica Rose	Naté Dawson
Teacher	Jamie Silpe	Linette Hice	Kristen Walton
Teacher	Amy Catalano	Nichole Cuorato	Laura DiPietro
Teacher	Jennifer Natale	Lisa Marie Lowery	Christine Brolly
Teacher	James Cho	Maryann Scaper	Jeanne York
CST Member	Jodi O'Brien	Cindy Kreitzer	Julie Travis
Counselor	Danielle DiPinto	Kelly Chropka	Larissa Fanning
Supervisor	Beth Neiderman	Christine Gehringer	Beth Hinman
School Nurse	Melissa Wicken	Barrie Weidner	Anne-Marie Gilbert
School Safety Personnel	Sarah Sacco	Rick Vogel	Cheryl Armenia
School Safety Team Member	Jean Gerber	Brittney Walton	Melissa McNally
Custodian	Bryan Carpenter	John Fiorile	Kirk Fleckenstein
Parent	Jennifer Hamilton	Denise Trombetta	Gwen Esgro
Teacher in Charge/ Ast Prin.	Patti Daley	Angelina Nelson	Matthew Murray
Teacher	Erin Wiseley	Allison Borowiec	Kristen Walton
Interventionist	Ashley Cucinotta	Alyssa Cooper	Maria Rygalski
School Resource Officer	John Hamilton	John Hamilton	Jason Bilderback

	THOMAS JEFF	WEDGWOOD	WHITMAN
School Principal	Gary Breen	Charles Zimmerman	Raymond Anderson
Teacher	Karen Turetzky	Kristie Attardi	Victoria Dott
Teacher	Melissa Vacca	Kristin Haines	William Mumbower
Teacher	Lori Morrison	MaryGrace Parchesky	Thomas C. Kilian
Teacher	Terri Kratz	Stephanie Martucci	Jennifer Campbell
CST Member	Jessica Savage	Stacey Maugeri	Lisa O'Brien
Counselor	Charlie Vogt	Kristi White	Corinne Arenz
Supervisor	Beth Neiderman	Beth Hinman	Christine Gehringer
School Nurse	Cindy Johnson	Debbie Sernicola	Jennifer Simpson, RN
School Safety Personnel	Ben Clark	Nicole Ryan	Arthur Yue
School Safety Team Member	Megan Zilly	Jenna Wehrle	Steven Bowman
Custodian	Jim Redrow	Pat Sullivan	Louie Leonetti
Parent	Mandy Waldron	Liz Schmidt	Shannon Trost
Teacher in Charge/ Ast Prin.	Samantha Dulude	Domenick Renzi	Adam J. Clark
Teacher	Grace Ahn	Sarah Baselice	Diane R. Stevens
Interventionist	Christine Sharkey	Jessica Steinberg	Raani Agrawal
School Resource Officer	Vince Fulginiti	Jason Bilderback	Vince Fulginiti

	BHMS	CRMS	OVMS
School Principal	Michael D'Ostilio	Theresa Pietrowski	Colleen Cancila
Teacher	Cathy Zeoli	Danielle Prendergast	Kristen Eichinger
Teacher	Malika Moore	Joe Petrone	Melissa Polimeni
Teacher	Shereen Ducasse	Karen Carola	Sharon May
Teacher	Taryn Homolash	Michelle Macarella	Marc Lopez
CST Member	Amanda Pietrangelo	Kylee Duffield	Loren White
Counselor	Maddie Morros	Deanna Leonard	Natalie Marakowski
Supervisor	Corigliano/Armstrong	Carole English	Melissa Barnett
School Nurse	Barb Keane	Rosemary Coleman	Michelina Tenuto
School Safety Personnel	Megan Appleby	Sheronda Howard	Kathleen Gillespie
School Safety Team Member	Debbie DiJohn	Sandy Conlin	Tom Woodson
Custodian	Shawn Dudley	Jason Parker	Rick Lester
Parent	Becky Leonard	Beth Laliberte	Jennifer Smith
Teacher in Charge/ Ast Prin.	Greg Muscelli	Jennifer MacMillan	A'ndrea Brown
Teacher	Nancy Dickinson	Mike Hengy	Frank Appello
Interventionist	Megan Delaney	Joe Downey	Nicole Goffredo
School Resource Officer	John Hamilton	Jason Bilderback	Vince Fulginiti
			Jeannine Wernik
	Parent: C Mroz	Teacher: Mike Ranger	
	Parent: J. Major		
	Teacher: J Braker		
	Teacher: C Greco		

Appendix N

Scheduling of Students

Appendix N includes the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.3., including, but not limited to:

a.   School Day

Instructional Schedule 2020-2021

The Washington Township Public School Task Force has approved the proposed instructional schedule for returning to school this Fall. We determined that this schedule is the best way to keep our staff and students as safe as possible while providing meaningful instruction. As noted in our plan, we are required by the NJDOE to implement particular "minimum standards," as outlined in their publication, "The Road Back." This includes social distancing in classrooms, hallways, and buses, to the greatest extent possible. In order to provide 6 feet of social distance between desks, we must divide our students into cohorts. The cohorts will be as follows:

Monday/Tuesday	Wednesday	Thursday/Friday
In-Person Cohort A	ALL STUDENTS REMOTE	Remote Learning Cohort A
Remote Learning Cohort B		**In- Person** Cohort B
In-Person Cohort C		**In-Person** Cohort C
Remote Learning Cohort R		Remote Learning Cohort R

To summarize:

- **Cohort A** will attend in-person instruction on Monday and Tuesday and will be remote Wednesday, Thursday, and Friday.
- **Cohort B** will attend in-person instruction on Thursday and Friday and will be remote Monday, Tuesday and Wednesday.
- **Cohort C** will attend in person instruction Monday, Tuesday, Thursday, and Friday and will be remote Wednesday.
    Please note that Cohort C will include all students in our integrated preschool and

preschool disabled programs, self-contained special education programs as well as our English Language Learners. This cohort will begin in-person instruction on Setpember 14, with the exception of our ELL program. Students in the ELL program will be in-person instruction on September 21 along with our hybrid students.

- Please note: PSD and integrated Preschool is a 4-day a week program, as per usual. There will be no instruction on Wednesdays.

- **Cohort R** will be completely remote.

Cohort Considerations:

- All children residing at the same address will be assigned to the same cohort (A or B) unless the parent selects remote instruction (Cohort R) for a particular child.
- Wednesday will include remote instruction for all students; it will also include teacher office hours, synchronous check-ins, and virtual supplemental supports. Additionally, it will allow for deep cleaning of our school buildings.

All students will begin with remote learning from September 8 - September 18. All in-person instruction will be provided on an early dismissal schedule beginning September 21. This is necessary to allow our teachers to teach both in-person and remotely. Breakfast will be served daily, and lunch will still be provided but will utilize a "grab and go" format as to prevent the need for use of the cafeteria. Specific schedules are as follows:

EARLY DISMISSAL WITHOUT LUNCH	TEACHER IN	STUDENT IN	STUDENT OUT	TEACHER OUT
HIGH SCHOOL	7:10	7:20	11:45	2:35
MIDDLE SCHOOL	7:45	7:55	12:30	3:10
ELEMENTARY BE-TJ-WH	8:45	9:05	1:05	4:00
ELEMENTARY BI-HU-WW	8:45	9:30	1:30	4:00
KINDERGARTEN GTECC	8:45	9:05	1:05	4:00
PRE-SCHOOL MD/Autism ONLY	8:45	9:20	1:20	4:00
	TEACHER IN	AM Session	PM Session	TEACHER OUT
PRE-SCHOOL GTECC - Half Day	8:45	AM Session 9:20-11:50	PM Session 1:00-3:30	4:00

Elementary Minutes of Instruction
Half Day Preschool
Preschool (Half Day Program)

	TEACHER IN	AM Session	PM Session	TEACHER OUT
PRE-SCHOOL GTECC	8:45	AM Session 9:20-11:50	PM Session 1:00-3:30	4:00

The district will continue with a half-day integrated preschool and preschool disabled (PSD) program. Students will be enrolled in Cohort C or Cohort R. In Cohort C, the only difference from our typical 4 day a week program is the day off from the program. This will switch from Fridays to Wednesdays. Therefore, students enrolled in the preschool half-day programs will attend Monday, Tuesday, Thursday, and Friday weekly beginning the week of September 14. Any students in Cohort R will be instructed by a separate remote learning only teacher due to inability of our preschool staff to teach a complete full day and provide remote supports. Below is the schedule for the half-day preschool program. Students enrolled in the full remote program (Cohort R) will receive remote instruction aligned to the in-person experience to the greatest extent possible

Self-Contained Preschool Full Day MD and Autism

EARLY DISMISSAL WITHOUT LUNCH	TEACHER IN	STUDENT IN	STUDENT OUT	TEACHER OUT
PRE-SCHOOL MD/Autism ONLY	8:45	9:20	1:20	4:00

Students enrolled in the preschool MD or Autism class will be in Cohort C and will attend school on Monday, Tuesday, Thursday, and Friday for 4 hours each day beginning the week of September 14. Students enrolled in the preschool MD or autism full remote program (Cohort R) will receive remote instruction aligned to the in-person experience to the greatest extent possible.

ELEMENTARY LEVEL:

All students will be on a remote schedule from September 8 - September18. The hybrid schedule will begin on September 21, 2020.

Elementary Schedule: 4 Hour Day/Early Dismissal

Student Day:
Early School Students (GTECC -K, Bells, TJ, Whitman):   9:05 – 1:05
Late School Students (Birches, Hurffville, Thomas Jefferson):   9:30 – 1:30

Monday/Tuesday:
In-Person Learning for Cohorts A and C
Remote Learning for Cohort B and R

Wednesday:
Wednesday Remote Learning/All Students w/Office Hours

Thursday/Friday:
In-Person Learning for Cohorts B and C
Remote Learning for Cohort A and R

Grab and Go Lunch M/T/Th/F End of Each Day at Dismissal

* In the event that the district needs to pivot to a full remote learning plan, again, minor scheduling adjustments will be made to allow for more synchronous live virtual sessions to occur. All students will be considered to be in Cohort R.

SECONDARY LEVEL:

All students will be on a remote schedule from September 8 - September18.

The hybrid schedule will begin on September 21, 2020.

Secondary Schedule: 4 Hour Day/Early Dismissal

Student Day:
HS Students 7:20 – 11:45
MS Students 7:55 – 12:30

Monday/Tuesday:

Periods 1 – 4 Monday/Group A Live Instruction/60 Minute Periods Periods 5 – 8 Tuesday/Group A Live Instruction/60 Minute Periods

Monday/Tuesday/Group B Remote Learning

Wednesday:
Wednesday Remote Learning/All Students w/Office Hours

Thursday/Friday:
Periods 1 – 4 Thursday/Group B Live Instruction/60 Minute Periods Periods 5 – 8 Friday/Group B Live Instruction/60 Minute Periods

Thursday/Friday/Group A Remote Learning

Grab and Go Lunch M/T/Th/F End of Each Day at Dismissal

* In the event that the district needs to pivot to a full remote learning plan again, minor scheduling adjustments will be made to allow for more synchronous live virtual sessions to occur. All students will be considered to be in Cohort R.

b.   Educational Program

The underlying premise of the hybrid learning model is based on the research that for optimal learning to take place, students must feel connected as a group and to the teacher. The delivery of the same content for all cohorts supports social and emotional needs and fosters the development of self-directed learners. The educational program has been designed so that students and staff can easily pivot to a full remote learning plan. Therefore, our in-school lessons mirror the remote learning lessons/activities by capitalizing on the ability of Schoology to house daily activities and plans for both cohorts.

Attendance will be taken daily and recorded into PowerSchool. Schoology analytics will help to obtain remote participation.

To view the educational program design and the guiding principles for the delivery of instruction, see Appendix S.

[See Appendix S – Curriculum, Instruction, and Assessments]

To delve further into the approach specifically designed for special education, see Appendix Q.

[See Appendix Q – Special Education]

Appendix O

Appendix O

Staffing

Appendix O includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

In addition to the minimum requirements for staffing outlined in Sections B.4, B.5, and B.6, the following staff will regularly engage in some of the tasks/routines.

1) Administrators
   a) Use Schoology, the district's learning management system (LMS), to frequently communicate guidance and resources to instructional staff and paraprofessionals
   b) Optimize the LMS to enable teachers to collaborate and share digital content to ensure consistency in content delivery and pacing for the face-to-face and remote student cohorts.
   c) Provide an additional layer of support for remote students while their teachers are instructing in the face-to-face setting by repurposing instructional aides, basic skills teachers, and interventionists.
   d) Supervisors will provide ongoing support to staff regarding the hybrid and remote learning models
   e) Develop building schedules for synchronous sessions for remote supports
   f) Conduct safety drills
2) Teachers
   a) Spend the opening days of school making connections in the face-to-face setting that translate to the virtual setting
   b) Review and/or reteach key concepts to address any learning loss prior to beginning with new course content
   c) Instruct students during the in-person student day. Then provide feedback to those students in the remote setting for the day. Plan and design lessons using Schoology and monitor student participation
   d) Participate in SEL activities, especially on Remote Wednesdays
      i) SEL Weekly Class Check-Ins
      ii) No Place for Hate
      iii) Building Better People

iv) Mindfulness
- e) Help students develop a common academic language so students can self-advocate
- f) Participate in professional development and required meeting

3) **Paraprofessionals/Support Staff**
   - a) Collect and deliver student devices in need of repair
   - b) Collect and deliver library books
   - c) Help students organize their digital resources and processes
   - d) Provide parents with video or documents to assist families with behavior techniques, prompting cues, etc.
   - e) Assist with Grab and Go Lunches
   - f) Additional responsibilities for paraprofessionals working with special education students are listed in Appendix Q.

4) **Basic Skills/Interventionists**
   - a) Elementary level BSI supports will be delivered in synchronous sessions and through online activities for identified students' remote learning days.
   - b) Provide Tier II support for small groups during Remote Wednesdays
   - c) Create differentiated lessons to target skills deficits in struggling learners
   - d) Basic Skills staff will assist in the administration of benchmark assessments (STAR) and reading inventories to determine student levels and areas of need
   - e) BSI staff and interventionists will continue to track data and serve as mentor for students who are not responding to remote learning days

5) **Technology Integration Specialists**
   - a) Create screencasts to acclimate parents and students to Schoology, Seesaw, Flipgrid and other commonly used digital platforms
   - b) Provide asynchronous support to the teaching staff on Schoology
   - c) Provide virtual training to Supervisors on the use of Performance Matters, a data dashboard that allows for the creation of common assessments and analysis of student achievement data

6) **Substitute Teachers**
   - a) A dedicated daily substitute will be assigned to each school to fulfill unexpected needs.
   - b) Support coverage of teachers and paraprofessionals, including responsibilities to ensure the safety and well-being of students.

Appendix P includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

HIGH SCHOOL NJSIAA INTERSCHOLASTIC ATHLETICS

Washington Township High School will follow the current established plan for Fall Sports as defined by the NJSIAA. See attached July 10, 2020 notice from the NJSIAA:

I.   NJSIAA builds on Return To Play plan, provides updates on fall sports season

NJSIAA builds on Return To Play plan, provides updates on fall sports season

Games to begin approximately one month later than originally planned

ROBBINSVILLE, NJ (July 10, 2020) – The official start of the fall sports season is being pushed back by approximately one month, with summer workouts for high school student-athletes – which may begin on July 13 – continuing until August 28. Following summer workouts (also known as the "summer recess period"), there will be a two-week hiatus

from August 29 through September 13, during which only virtual meetings will be permitted, and only related to in-season (fall) sports.

Under the current plan – developed by the NJSIAA Sports Advisory Task Force, which is composed of athletic directors from across the state – official practices for all fall sports may commence on September 14. Competition will start September 28 for girls tennis and on October 1 for all other sports except football, which will kick off its season on October 2.

Regular seasons will conclude on October 23 for girl's tennis, November 7 for football, and November 12 for all other fall sports. Limited postseason play will run from October 24 through October 31 for girls tennis, and November 13 through November 22 for all other sports. Schools that do not participate in the postseason may continue to play until November 22, with the exception being Thanksgiving football games. These are permissible after November 22, at each school's discretion. No other fall sports competition will be allowed after November 22.

"High school sports are school-based, so we need to first ensure all is in order with the opening of our schools," says Colleen Maguire, NJSIAA chief operating officer. "After that, we can begin playing sports. To be clear, our goal is to return to play – while making sure that health, safety, emotional well-being, and academics come first. We have a different model than some other types of programs that are far smaller in scale and operate independently. We have a duty to ensure that New Jersey's schools and their more than 1.5 million students and teachers, including 283,000 high school student-athletes, can first return to school and their academics, and then participate in extracurricular activities like sports."

The NJSIAA Sports Advisory Task Force has identified the following eight guiding principles that will drive the decision-making process.

1. Ensure the health and safety of all student-athletes.
2. Re-engage all student-athletes as soon as possible for their social, emotional and mental well-being.
3. Maximize participation across all sports and all student-athletes.
4. Keep competition as local as possible for as long as possible.
5. Develop multiple return to play models to minimize the risk of a cancelled season.
6. Maintain the ability to pivot to back-up plans when deemed necessary.
7. Minimize potential impact on the spring season.
8. Minimize the importance of postseason, statewide championships.

In a memo to NJSIAA member schools, the NJSIAA Sports Advisory Task Force said: "This plan is the first model to be provided in what will be a series of return to play models

that will be in place for the 2020-2021 school year. The goal of the task force is to identify multiple back-up models that will be available as both school-related and health-related circumstances evolve."

The memo went on note: "This plan is intended to allow schools and leagues and conferences to start planning for a fall sports season. We all recognize the fluidity of the COVID-19 pandemic and realize the circumstances are changing regularly. We will provide updates to all potential plans as timely as possible to ensure schools and leagues and conferences have time to adapt to any pivots to a different return to play model."

New Jersey's various scholastic leagues and conferences are strongly encouraged to revise schedules to emphasize local competition and minimize the number of different schools that come in contact with each other. Smaller divisions of schools for competition purposes is encouraged in order to facilitate communications and scheduling.

The NJSIAA will strive to open postseason participation to any team wishing to participate. As with the regular season, the postseason will remain local, meaning a sectional championship or less. A seeding committee will be used by every sport in order to remove the reliance on power points, standings, and overall record.

"By reducing the length of the season, student-athletes will have the opportunity for participation – but will also have more time to focus on their academic requirements," says NJSIAA President Steve Shohfi. "A reduced season will naturally lead to a reduced amount of competition, which minimizes the risk of infection through exposure to many different teams and schools."

Denis Nelson, a member of the NJSIAA COVID-19 Sports Advisory Task Force and the athletic director at River Dell Regional High School notes: "Removing the possibility for statewide, postseason competition is intended to convey the specific message that the fall season is specifically about opportunity, engagement, and participation. It is not about winning championships. From a health perspective, it's appropriate to keep sports as local as possible. From a competition perspective, the COVID-19 pandemic has had a substantial but different impact on every school district. As a result, the playing field won't be level this year, so it's only fair not to crown statewide champions."

MIDDLE SCHOOL ATHLETICS

Middle School Athletics will be canceled until further notice during the existence of this plan.

Appendix Q

Appendix Q includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Guiding Principles for the Teaching and Learning: Special Education
General Expectations for Special Education Teachers and Related Service Providers Regardless of Instructional Model
• Perform all duties related to IEP development, implementation, progress monitoring, and reporting. • Attend meetings related to the IEP. • Develop specialized instruction to meet the individualized needs of the learner(s), including accommodations, modifications, and differentiated content, process, and product. This is to be included in the digital district lesson plan platform. • During instruction in-person or remote, differentiate content, process, and product for classwork, homework, and assessments based upon the unique needs of the individual learners in accordance with the IEP. • Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments. • Develop and practice predictable routines and structures for students. • Apply varied instructional strategies/modalities to maintain student engagement • Set clear expectations and provide regular feedback to students and families on expectations, progress, and engagement for in person and remote learning. • Use de-escalation strategies and Safe and Positive Approaches to ensure student safety • Assess student progress early and often and adjust instruction and/or methodology accordingly. • Reinforce social distancing protocol with students and co-teacher or support staff. • Limit in-person group interactions to maintain safety. • Assist and support school building safety logistics (entering, exiting, restrooms, etc.) • Become familiar with district online protocols and platforms • Instruct students how to use digital platforms, organize digital materials, accessibility features, and how to develop/maintain appropriate digital citizenship. • Plan daily content to be the same whether in-person or remote. Content and instructional model are not dependent on where students are learning.

SPECIAL EDUCATION ELEMENTARY - IN PERSON LEARNING	

In-Person Learning Expectations for all Special Education Teachers	• Each in-person day will include a social emotional learning (SEL) session for approximately 15 minutes where students engage in Building Better People activities such as class meetings, mindfulness practices, and class discussions about the Positivity Project's character trait focus for the week.
	• Use of Schoology is the required platform to be used as a landing page for all daily assignments and student work.
	• Lesson format will include:
	    • Standards-based instruction
	    • Demonstration minilesson and guided practice
	    • Embedded formative assessments to drive instruction
	    • Additional customized individual practice, differentiation, and intervention
	• Administer Benchmark Assessments (group and individual)
	• Build rapport with the students, class community building
	• Explicitly teach and monitor student mastery in the use of digital procedures, organization, and accessing platforms
	• Take baseline data for academic levels and take data on regression/recoupment of skills
	• Set academic procedures- small group format and "office hours"
	• Set expectations of remote/in-person learning
	• Establish, explicitly teach, and review/reinforce health and safe procedures (for example, face coverings, hand washing, and social distancing).
	• Identify reinforcers and "cool down" strategies within the classroom that are aligned with safety guidelines.
	• Teach advocacy skills, asking for help with content and/or technology

Additional Expectations for Self-Contained Teachers	• Use appropriate PPE and guidelines when working on life skills (toileting, handwashing, etc.), using hand over hand, or physical prompts and when social distancing is not possible. • Provide direct instruction on the proper use of face coverings and social distancing using social stories/videos, task analysis (as appropriate) • Use ABA instructional methods such as DTI, task analysis, incidental instruction • Use alternative/supplemental resources and curriculum • Develop greater independence for use of iPads and laptops (depending on grade and student need). • Implement preference assessments for engagement tools and reinforcers – especially looking for reinforcers that do not interfere with safety guidelines • Create and establish class routines with a visual schedule • Establish Instructional Control • Assess students using VB Mapp (when and as appropriate) • Probe using Skill Acquisition Programs (ABA Programming)

	• Teach students to use technology to access and interact with online programs such as IXL, American Reading Company, Edmark as part of their in person instructional program (as appropriate) • Use rolling carts with individual student materials, to allow the stations/center to move to the student while remaining their designated space.
Additional Expectations for Pull Out Resource	• Prioritize key concepts and standards within a unit • Design activities and formative measures to reinforce concepts, assess skill acquisition, and identify content for targeted reteaching • Use alternative/supplemental resources and curriculum • Teach students to use technology to access and interact with online programs such as IXL and American Reading Company as part of their in-person instructional program (as appropriate) as well as traditional teaching materials • Develop greater independence using Use iPad and laptops (depending on grade)
Additional Expectations for In Class Resource	• Prioritize key concepts and standards within a unit • Design activities and formative measures to reinforce concepts, assess skill acquisition, and identify content for targeted reteaching • Prioritize the needs the of the classified learners in the classroom. • Teach students to use technology to access and interact with online programs as part of their in-person instructional program (as appropriate) as well as traditional teaching materials • Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners. • Use of iPads and laptops (depending on grade) and developing greater independence

SPECIAL EDUCATION ELEMENTARY - REMOTE LEARNING	

Remote Learning Expectations for all Special Education Teachers	• Use Schoology as the recommended platform and landing page for all daily assignments and student work.
	• Provide targeted instruction in the following ways:
	  ✓ Synchronized sessions and classes
	  ✓ Live virtual interactions
	  ✓ Asynchronized sessions with follow up activities
	  ✓ Recorded video
	  ✓ Voice over practice activities
	  ✓ Office Hours
	  ✓ Virtual Meetings
	• Schedule time for small group or 1:1 instruction, re-teaching, re-testing
	• Provide materials, manipulatives, and items for at-home activities at no cost to families
	• Create opportunities for students to demonstrate progress toward IEP goals.
	• Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.
	• Read and implement administrative communications and directives
	• Use technology to access online programs such as IXL, American Reading Company, Edmark as part of their remote instructional program (as appropriate)
	• Foster opportunities for students to engage with in-class peers.

Additional Expectations for Self-Contained Teachers	• Deliver ABA instruction, including discrete trial, and in a live virtual session • Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>three</u> days a week. • Include life skill essentials for students, including but not limited to schedule development, leisure and recreational activities, cooking, cleaning, chores, hygiene, and problem-solving activities.
Additional Expectations for Pull Out Resource Teachers	• Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>twice</u> a week.
Additional Expectations for In Class Resource Teachers	• Engage in 1:1 small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>once</u> a week.

SPECIAL EDUCATION ELEMENTARY - WEDNESDAY REMOTE LEARNING DAY	
Remote Learning Expectations for all Special Education Teachers on Wednesdays	- Assign practice or review activities. - Provide synchronized sessions and face-to-face interactions for relationship building and check-ins. - Create opportunities for students to demonstrate progress toward IEP goals. - Participate in Professional development, PLCs, IEP meetings, parent trainings, training for assistants, and/or data meetings. - Provide lessons based on routines and may consist of the following: special area class lessons, virtual field trips, writing choice boards, independent reading/read aloud, independent practice using online platforms like FIM , Edmark, or IXL with follow up with individual students as needed. - Provide materials, manipulatives, and items for at-home activities. - Develop opportunities for real-time interactions with students and parents (office hours, virtual meetings, etc.). - Develop and implement a morning circle/morning meeting which can be recorded and shared with those students that cannot attend live. Time to be shared with families.
Additional Expectations for Self-Contained Teachers	- Develop and implement lessons that reflect ABA instruction, including discrete trial provided in a live, virtual lesson - Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs - Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners. - Use technology to access online programs such as IXL, American Reading Company, Edmark as part of their remote instructional program (as appropriate) - Include life skill essentials for students, including but not limited to schedule development, leisure and recreational activities, cooking, cleaning, chores, hygiene, and problem-solving activities.
Additional Expectations for Pull Out Resource Teachers	- Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs - Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.
Additional Expectations for In Class Resource Teachers	- Engage in 1:1 small group meetings to address skill gaps, IEP goals, or specific student needs - Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.

SPECIAL EDUCATION SECONDARY IN-PERSON LEARNING	
In-Person Learning Expectations for all Special Education Teachers	- Integrate a social emotional learning (SEL) session when appropriate. Activities such as class meetings, mindfulness practices, and class discussions related to Building Better People. - Use of Schoology is the platform to be used as a landing page for all daily assignments and student work. - Lesson format will include: - Standards-based instruction - Demonstration minilesson and guided practice - Embedded formative assessments to drive instruction - Additional customized individual practice, differentiation, and intervention - Administer Benchmark Assessments (group and individual) - Build rapport with the students, class community building - Explicitly teach and monitor student mastery in the use of digital procedures, organization, and accessing platforms - Take baseline data for academic levels and take data on regression/recoupment of skills using tools such as IXL and STAR. - Set academic procedures- small group format and "office hours" - Set expectations of remote/in-person learning - Establish, explicitly teach, and review/reinforce health and safe procedures (for example, face coverings, hand washing, and social distancing). - Identify reinforcers and "cool down" strategies within the classroom that are aligned with safety guidelines. - Teach advocacy skills, asking for help with content and/or technology
Additional Expectations for Self-Contained Teachers	- Use appropriate PPE and guidelines when working on life skills (toileting, handwashing, etc.), using hand over hand, or physical prompts and when social distancing is not possible. - Provide direct instruction on the proper use of face coverings and social distancing using social stories/videos, task analysis (as appropriate) - Use ABA instructional methods such as DTI, task analysis, incidental instruction - Use alternative/supplemental resources and curriculum - Develop greater independence for use of iPads and laptops (depending on grade and student need). - Implement preference assessments for engagement tools and reinforcers – especially looking for reinforcers that do not interfere with safety guidelines - Create and establish class routines with a visual schedule - Establish Instructional Control - Assess students using AFFLS (MD Program) - Probe using Skill Acquisition Programs (ABA Programming)

	• Teach students to use technology to access and interact with online programs such as IXL, American Reading Company, Edmark as part of their in person instructional program (as appropriate) • Keep individual student materials separate
Additional Expectations for Pull Out Resource Teachers	• Prioritize key concepts and standards within a unit • Design activities and formative measures to reinforce concepts, assess skill acquisition, and identify content for targeted reteaching • Use alternative/supplemental resources and curriculum • Teach students to use technology to access and interact with online programs such as IXL and American Reading Company as part of their in-person instructional program (as appropriate) as well as traditional teaching materials • Develop greater independence using iPad and laptops
Additional Expectations for In Class Resource Teachers	• Prioritize key concepts and standards within a unit • Design activities and formative measures to reinforce concepts, assess skill acquisition, and identify content for targeted reteaching • Prioritize the needs the of the classified learners in the classroom. • Teach students to use technology to access and interact with online programs as part of their in-person instructional program (as appropriate) as well as traditional teaching materials • Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners. • Use of iPads and laptops and developing greater independence

SPECIAL EDUCATION SECONDARY – REMOTE LEARNING	
Remote Learning Expectations for all Special Education Teachers	- Use Schoology as the platform and landing page for all daily assignments and student work. - Provide targeted instruction in the following ways: - Synchronized sessions and classes - Live virtual interactions - Asynchronized sessions with follow up activities - Recorded video - Voice over practice activities - Office Hours - Virtual Meetings - Schedule time for small group or 1:1 instruction, re-teaching, re-testing - Provide materials, manipulatives, and items for at-home activities at no cost to families - Create opportunities for students to demonstrate progress toward IEP goals. - Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners. - Read and implement administrative communications and directives - Use technology to access online programs such as IXL, American Reading Company, Edmark as part of their remote instructional program (as appropriate) - Foster opportunities for students to engage with in-class peers.
Additional Expectations for Self-Contained Teachers	- Deliver ABA instruction, including discrete trial, and in a live virtual session - Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>three</u> days a week. - Include life skill essentials for students, including but not limited to schedule development, leisure and recreational activities, cooking, cleaning, chores, hygiene, and problem-solving activities.
Additional Expectations for Pull Out Resource Teachers	Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>twice</u> a week.
Additional Expectations for In Class Resource Teachers	Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>once</u> a week.

SPECIAL EDUCATION SECONDARY - WEDNESDAY REMOTE LEARNING DAY	
Remote Learning Expectations for all Special Education Teachers on Wednesdays	• Assign practice or review activities. • Implement synchronized sessions and face-to-face interactions to develop relationships and check in with students. • Create opportunities for students to demonstrate progress toward IEP goals. • Hold office hours for students/families who may need assistance. • Participate in professional development, PLCs, IEP meetings, parent trainings, training for assistants, and/or data meetings. • Develop and implement lessons on routines and may consist of the following: writing choice boards, independent reading/read aloud, independent practice using online platforms following up with individual students as needed. • Provide materials, manipulatives, and items for at-home activities at no cost to families. • Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.). • Coordinate individual live session meetings with all students on the teacher's collaborative list, providing academic support.
Additional Expectations for Self-Contained Teachers	• Deliver ABA instruction, including discrete trial, and in a live virtual lesson • Participate in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs • Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners. • Use technology to access online programs such as IXL, American Reading Company, Edmark as part of their remote instructional program (as appropriate) • Include life skill essentials for students, including but not limited to schedule development, leisure and recreational activities, cooking, cleaning, chores, hygiene, and problem-solving activities.
Additional Expectations for Pull Out Resource Teachers	• Participate in 1:1 or small group meeting to address skill gaps, IEP goals, or specific student needs • Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners
Additional Expectations for In Class Resource Teachers	• Participate in 1:1 small group meeting to address skill gaps, IEP goals, or specific student needs • Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.

Related Services /Vision Services/Services for Deaf and Hard of Hearing Delivery Models		
General Expectations for Related Services/Vision Services/Services for Deaf and Hard of Hearing		
Service Providers	In Person	Remote
All Related Service Providers	• Schedule therapy sessions in conjunction with IEP requirements and teacher(s) input. • Provide in person instruction for students that have multiple sessions per week when possible. • Evaluate, assess, and progress monitor • Log all sessions in Realtime (this can be shared for contact tracing, if needed) • Consult and/or train staff in a live format • Provide assistive technology and adaptive equipment • Use appropriate PPE and guidelines when working on skills using hand over hand, or physical prompts and when social distancing is not possible. • Co-teach/Co-present lessons or skills with service providers and teachers	• Provide therapy in a live virtual environment using approved District platforms. • Complete Realtime Service Provider Logs: Logs must be completed to reflect sessions held with students. • Document various types of support such as virtual face-to face live sessions, phone contact with the student, and sharing of digital information using approved platforms in the Realtime Service Provider Log. • Reflect communication attempts with parents in the Realtime Service Provider Log. • Provide virtual consultations and/or training for staff and parents • Provide materials, manipulatives, and items for at-home activities • Asynchronous and synchronous learning activities. • Chronicle all attempts to troubleshoot barriers associated with remote services. • Co-teach/Co-present lessons or skills with service providers and teachers
Related Services /Vision Services/Services for Deaf and Hard of Hearing		
Occupational Therapy	• Provide services in Small group, Push-In, and/or Individual therapy sessions:	• Provide therapy in small group, individual, and live sessions scheduled with parent involvement.

Physical Therapy	Adhere to PPE and social distancing guidelines. • Evaluate students	• If possible, conduct evaluations- Student remote days (excluding Wednesday) can be used for in person assessment if scheduling can be arranged with parents and families can provide transportation. • Participate in IEP meetings
Speech and Language	• Provide services in Small group, Push-In, and/or Individual therapy sessions: Adhere to PPE and social distancing guidelines. • Evaluate students	• Participate in IEP meetings. • Provide therapy in small group, individual and live sessions scheduled with parent involvement. • If possible, conduct evaluations- Student remote days (excluding Wednesday) can be used for in person assessment if scheduling can be arranged with parents and families can provide transportation.
Behavioral Services	• Address Individualized needs in compliance with PPE and social distancing guidelines. • Record data toward IEP goals and document in Realtime. • Conduct Behavioral consultations • Conduct FBAs • Observe students in the classroom	• Schedule Behavioral consultations • Perform live parent trainings. • Check-in with student in live sessions. • Provide direct instruction to student when related to behavior and/or academic skills. • Provide training to staff (teachers and assistants) • Observe remote instruction and provide consultation to teachers and assistants.
Vision Services for Blind and Visually Impaired	• Provide Braille instruction and specialized instruction particularly new content, when possible • Schedule Route planning, practicing walking paths to develop independence • Perform push in Classroom Services and Observation	• Provide Braille instruction and support, application activities • Consult with staff and families • Collaborate with Assistants – Brailling, Accommodation Implementation, Data Collection • Provide daily check ins with routines and accessibility with technology

	• Engage in Pull Out Services and Instruction • Test vision • Consult with staff and families • Collaborate with Assistants-Brailling, Accommodation Implementation, Data Collection • Collaborate and schedule services provided through Commission for the Blind and Visually Impaired • Observe, troubleshoot, and redirect students in job settings to use accessibility equipment • Teach student accessibility features of technology and care of equipment • Braille signs (if needed) for access at school	• Develop self-advocacy skills • Collaborate with Commission for the Blind in Live Virtual Sessions for parents and/or students • Review platforms for accessibility features, share with teachers, families, and students • Braille signs (if needed) for access at home
Services for Deaf and Hard of Hearing	• Develop and implement specialized pre-teaching and instruction • Support students using a push in model • Provide pull out services/instruction classroom observation • Provide Listening Checks • Perform Equipment Checks • Assess students using a Functional Listening Evaluation, checking quality of environment • Collaborate with staff, interpreters and Speech Language Pathologists in relation to goals • Teach student accessibility features of technology and care of equipment • Provide FM system support	• Collaborate with staff, interpreters and Speech Language Pathologists in relation to goals • Engage in check ins and consultation with teachers, students, and parents • Provide synchronous learning with small groups from multiple schools • Develop and support student self-advocacy • Review platforms for accessibility features, share with teachers, families, and students • Provide family support on generalizing the use of school equipment

Students Receiving Services in an Out of District Placement	
In Person and Remote	
Coordinator of Special Programs	• Review and remain current on all Out of District Road Back Plans, protocols and platforms. • Update administration and staff with an educational interest on student plans and needs, engagement, and changes to any receiving school plans • Collaborate with teachers, related service providers, parents, and administration as needed. • Advocate for students to support academic achievement • Monitor all duties related to IEP development, implementation, progress monitoring, and reporting. • Attend IEP Meetings virtually • Communicate with transportation department as needed • Monitor student progress and provide regular feedback to students and families on expectations and engagement. • Act as the district liaison for students served in Out of District placements and schools.
Child Study Team: Case Manager	• Review and remain current on all Out of District Road Back Plans, protocols and platforms. • Advocate for students to support academic achievement. • Conduct evaluations o Evaluations can take place during in coordination with the learning plan of the Out of District schools. • Collaborate with teachers, related service providers, parents, and administration as needed. • Become familiar with Out of District protocols and platforms. • Monitor student progress and provide regular feedback to students and families on expectations and engagement. • Attend IEP Meetings virtually • Communicate with transportation department as needed
Speech and Language Pathologists	• Attend IEP Meetings virtually, if required • Conduct evaluations, as needed o Evaluations can take place during in coordination with the learning plan of the out of district schools
Child Study Team Delivery Models	
General Expectations for Child Study Team	
In Person and Remote	
Child Study Team	• Perform all duties related to IEP development, implementation, progress monitoring, and reporting. • Schedule and lead meetings related to the IEP in consultation with teaching schedules. • Conduct evaluations

	- Evaluations can take place during in person learning days or remote days (excluding Wednesday) can be used for in person assessment. - Evaluations may be conducted on a child's remote day if the parents agree and will provide transportation. - Schedule IEP Meetings and hold meetings virtually using Webex or Teams. - Collaborate with teachers, related service providers, parents, and administration as needed. - Monitor student progress and provide regular feedback to students and families on expectations and engagement for in person and remote learning. - Assist in the process of removing barriers to remote learning. - Limit group interactions to maintain safety. - Assist and support school building safety logistics (entering, exiting, restrooms, etc.) - Become familiar with district online protocols and platforms. - Provide related services as outlined in the IEP. - Advocate for students to support academic achievement. - Work with students to teach academic, advocacy, and social/emotional skills.

General Expectations for Special Education Assistants
In Person and Remote
- Provide services to the student as stated in the IEP.   - Follow the direction of the teacher when providing remote support services.   - Create materials for the remote environment.   - Provide live remote check-ins.   - Monitor and record student progress.   - Clean materials between uses.   - Participate in class meetings.   - Assist, reteach, and redirect students doing academic tasks in the remote environment.   - Provide verbal, non-verbal and physical prompts related to the needs of the student and as stated in the IEP.   - Follow and implement behavior strategies as outlined in the IEP or Behavior Plan.   - Attend professional development workshops.   - Escort students and/or their belongings throughout the building as directed by certified staff.   - Monitor student use of PPE and compliance with COVID safety procedures.   - Follow and comply with COVID safety procedures.   - Lead breakout groups in a remote environment.   - Participate in virtual meetings as directed by the teacher.

Special Education Routine/Practices/Content Delivery Expectations

Special Education routines, practices and content delivery expectations follow the structures implemented in general education, when appropriate, with accommodations, modifications, and supplemental or alternate materials and curriculum as needed. IEP goals and objectives are addressed through individualized instruction/centers. Practices reflect differentiated instruction that meet the unique needs of the learners. Discrete Trial instruction, life skills, and social skills are infused into content along with related services as reflected in the Individualized Education Plan. Content Delivery Expectations include live lessons, recordings, and use of with District approved platforms.

Appendix R

Appendix R includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan

Technology and Connectivity:

1:1 Initiative:

A needs assessment was performed in March and families in need were provided a device and mobile hotspot. Going forward, the district will be able to support a 1:1 learning environment with district provided devices for all students in grades PreK-12. Sufficient hotspots were secured, and the district will continue to provide filtered mobile internet access to families in need.

1:1 Roll-out:

As a result of expanding our 1:1 learning environment from grades 5 – 12 to now include PreK – 4 and the addition of iPads to the mix of devices, our Reopening Task Force Technology Support and Remote Instruction Sub-Committee has updated both the Acceptable Use Policy and 1:1 Mobile Learning agreement to reflect those changes by adding additional language needed to support the change. The Sub-Committee has worked collaboratively to craft a device deployment process which maximizes social distancing protocols. Families will reserve a block of time when they may pick up their device, the device will have been checked-out in advance to the student, identities/correct device verified, and brought to the family's vehicle.

Technology Challenges:

While the district will be able to provide a 1:1 learning environment for all students in grades PreK-12 for the start of the 20-21 academic year, some of the devices being used are several years old and worn from significant use. Parts for these devices can be challenging to procure. While this will work in the short-term, additional funding will be needed to replace them in the near future. Additionally, there is concern about potential excessive breakage of devices given the age of some students and the new costs this may create. Lastly, providing timely support is a challenge both remotely and in school. Remote support inherently takes longer as we don't have the staff to provide immediate support in most instances rather it is a back and forth scheduling process. While processes have been

revised to improve scheduling and resolution time, without additional staff, staff and students may be without working technology for a period of time. For in-person support in middle school and high school, in order to limit travel in our buildings and to maximize time students have with teachers, students will no longer be sent to our tech centers for support. Rather, a "runner" will be dispatched to classrooms with a loaner device if the issue cannot be resolved remotely first and the device needing repair will be brought back for resolution. Once the student's assigned device is repaired, it will be returned by a "runner" to the classroom and the loaner retrieved. Elementary schools will be provided with a small number of loaners in each classroom, devices needing support will be collected, resolved, and returned to the classroom.

*See District Technology Support Protocol on the next page.

Washington Township Public Schools
District Technology Support Protocol
Reopening Plan 2020

Technology Support During In-Person Learning

If a device is unable to be used during in-person learning, the following steps must occur:

- The teacher will attempt to troubleshoot the issue first.
- If a restart of the app/program followed by a total restart of the device does not fix the issue, the teacher will submit a Help Desk request, preferably in Incident IQ, with specific details of the issue including the device name/ID as this leads to quicker response times. Alternatively, they may send an email to the Help Desk or call ext 4357.
- If the issue is clearly hardware related, the teacher will place the laptop into a designated bin/desk near the classroom door for pick-up.
- Elementary teachers will give the student a loaner from the cart in his/her room. There are also extra laptops in the IMC and first and second grade laptop cart.
    - o If the device can be turned on, and the issue continues, the teacher will place the device in the cart and plug it in. This will allow a Support Specialist to try to resolve the issue remotely. If it cannot be resolved remotely, an aide will be contacted to have the device picked up and brought to a central location for IT to resolve.
    - o Once the student device is repaired, it will be returned to the classroom, and the teacher will be return the loaner to the cart after wiping the device down.
- Secondary students will have a loaner delivered to the classroom by an aide if the issue cannot be first resolved remotely, the device needing repair will be picked up and returned to IT. If no contact has been made prior to the end of the class, the student should take the device with them to their next class. IT will check PowerSchool for their location.
    - o In advance of delivery, IT will logon to the loaner and check it out to the student. If the student has changed his/her password, it will be reset to their PIN number.

Technology Support During Remote Learning

- Parents can continue to contact the Help Desk to request support.
- A Support Specialist will contact the parent to see if the issue can be resolved remotely.
- If it cannot be resolved remotely, the Support Specialist will send an email to set up an appointment to come to the high school for curbside drop off and pickup to have the device fixed. If it cannot be fixed in a timely manner, a loaner will be provided.
  - o For Middle School students, curb-side service will be provided at the student's school. In the event of a total closure, support will be provided in the high school.
- Once the issue has been resolved, the parent will be contacted and provided information for pick-up and return of the loaner to the appropriate building.

Ways WTPS Supports Parents With Technology

Washington Township has a two-pronged approach for supporting parents through hybrid and remote learning settings.

Parent Technology Portal
- Parent website with helpful videos and documents for all our programs
- Search by program name, school, or subject to see all of the available resources with help videos
- District teacher made videos created especially for parents
- Directions on how to request individualized help

Parent Technology Nights
- Each level will hold a parent tech night prior to the start of school
- Review how to log into the Classlink portal
- Review how to access individual programs
- Parents can ask questions and get support live through chat

Appendix S

Appendix S includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Curriculum and Instruction PreK-12

Guiding Principles for the Hybrid Learning Environment:

In-Person Learning	• Social emotional learning (SEL) activities will be incorporated. During this time, students engage in Building Better People activities.
	• Lessons will mirror the remote learning lessons.
	• The use of Schoology is the required platform to be used as a landing page for all daily assignments and student work.
	• Lesson format will include:
	  ✓ Standards-based instruction
	  ✓ Demonstration minilesson and guided practice
	  ✓ Embedded formative assessments to drive instruction
	  ✓ Additional customized individual practice, differentiation, and intervention
	  ✓ Benchmark assessments (group and individual)

Remote Learning	• **Same content, same pacing, flexible time and location!** • Lessons should include a recorded video or voice over presentation and practice activities that mirror in-person learning. • The use of Schoology is the recommended platform to be used as a landing page for all daily assignments and student work. • Synchronized sessions, face-to-face interactions, will occur for students in need of targeted, supplemental instruction.
Remote Learning Day for All Students (Wed.)	• Students will be engaged in practice activities which do not require immediate teacher feedback. Students should be able to practice or review skills independently. • Synchronized sessions, face-to-face interactions, will be utilized for weekly greeting check-ins. This will be for both instructional and non-instructional purposes, such as SEL, using Webex or Microsoft Teams. This will be important for students who are unable to attend in-person learning. • **Office Hours** will occur for students/families who may need assistance. • Professional development, PLCs, I&RS meetings, IEP meetings, data meetings, and/or other professional meetings may occur on these days. • Tier II interventions, part of NJTSS, will be delivered for all students who do not attain the content standards.

* In the event that the district needs to pivot to a full remote learning plan, minor scheduling adjustments will be made.

Curriculum and Instruction: Elementary Level Teacher Priorities

ELEMENTARY REGULAR EDUCATION TEACHERS EXPECTATIONS	
Teacher Expectations During In-Person Learning	• Include a social emotional learning (SEL) session for approximately 15 minutes where students engage in Building Better People activities such as class meetings, mindfulness practices, and class discussions about the Positivity Project's character trait focus for the week. • Establish a rapport with the students and foster a class community among students in all cohorts • Explicitly teach and monitor student mastery of digital procedures, organization, and the ability to access online platforms • Set clear expectations of remote/in-person learning • Establish, explicitly teach, and review/reinforce health and safe procedures (e.g., face coverings, hand washing, and social distancing). • Lessons will mirror the remote learning lessons; however, additional modeling, scaffolding, and questioning may be implemented. *See Routines/Practices/Content Delivery as well as the shared Schoology Resources for lesson design* • The use of Schoology is the required platform to be used as a landing page for all daily assignments and student work.
Teacher Expectations for Students on Remote Learning Days or Plan	• **Same content, same pacing, flexible time and location!** • Provide a daily prerecorded video describing an overview of the student learning activities for the day. • Lessons should include a recorded video or voice over presentation and practice activities that mirror in-person learning. These may be prepared by another educator (e.g., teachers, program videos, etc.) • The use of Schoology is the recommended platform to be used as a landing page for all daily assignments and student work. • Synchronized sessions, face-to-face interactions, will occur for students in need of targeted, supplemental instruction.
Teacher Expectations for Remote Learning Day for All Students (Wed.)	• Develop lessons that have students engage in practice activities which do not require immediate teacher feedback. Students should be able to practice or review skills independently. • Conduct weekly synchronous check-ins, using Webex or TEAMS. These are required; this will be important for students who are unable to attend in-person learning. • Establish and post synchronous **Office Hours** for all students/families. • Participate in professional meetings and training. • Deliver Tier II interventions, part of NJTSS, for students who do not attain the content standards.

K-5 Hybrid Model – WEDNESDAY All Remote Learning Days for Students

Monday/Tuesday	Wednesday	Thursday/Friday
In-Person Cohort A	**REMOTE** Additional practice assigned by the teacher SEL Whole Class Greetings-Synchronous Sessions Office Hours **Special Area Classes** Art Digital Literacy Music Physical Ed. Library/Media Health Spanish/Foreign Language for Kids by Kids Instrumental Music	Remote Learning Cohort A
Remote Learning Cohort B		**In- Person** Cohort B
In-Person Cohort C		**In-Person** Cohort C
Remote Learning Cohort R		Remote Learning Cohort R

On Wednesdays, students will participate in the special area classes they did not attend during in-person learning. They will also complete the assigned health and world language/Spanish lessons for the week.

The following additional supports will be scheduled on any child's assigned remote day(s), including Wednesdays.

- **Basic Skills Instruction** (Synchronous small group sessions)
- **TAG/ELEMEnTS/Enrichment** (Asynchronous and synchronous sessions)
- **Special Education/Related Services** (Synchronous and asynchronous sessions)
- **Instrumental Music** (Synchronous small group sessions)
- **ELL Supports** (Synchronous sessions)
- **Grade 5 – D.A.R.E. Lessons** (Asynchronous sessions)

Kindergarten Routine/Practices/Content Delivery Expectations

Subject	In-Person	Remote
Welcome	• Arrival, Breakfast, Handwashing	• Each day begins with a recorded video explaining the learning activities scheduled for the day.
Reading	• Interactive Read Aloud • Phonemic Awareness routines • Oral language: choral chanting and "acting out" poems and songs	• Teacher read aloud with think aloud strategies • Phonemic Awareness activity • Poem or song with movement
Writing	• Shared/Interactive Writing • Mini lesson + Writing Workshop	• Fine motor practice • Mini lesson + Writing workshop
Math	• Movement activity with oral counting • Calendar routines • EM minilesson and practice activities • Tabletop math centers • Differentiated support	• Recordings to Model First in Math Games/Engaging in First in Math • Movement activity with oral counting • Calendar routines • EM minilesson and practice activities • Number writing/counting with manipulatives/ math scavenger hunt
Science	• Utilize Mystery Science and Teacher Created Materials as Resources (videos or shared book) to create short targeted lessons • Alternate with Social Studies Lessons	• Utilize Mystery Science and Teacher Created Materials as Resources (videos or shared book) to create short targeted lessons • Alternate with Social Studies Lessons
Social Studies	• Utilize TCI program materials as resources (videos and digital text), in conjunction with TCI's Blended Learning plan, to create short targeted lessons • Alternate with Science Lessons	• Utilize TCI program materials as resources (videos and digital text), in conjunction with TCI's Blended Learning plan, to create short targeted lessons • Alternate with Science Lessons
Fundations	• Fundations lesson and activity • Differentiated practice with conferring and interventions	• Fundations Fun Hub virtual activities

		• Video recordings to model skywriting, using tiles, handwriting, etc. • Practice with alphabet cards/ sight word cards and/or handwriting practice
SEL	• Building Better People activities such as class meetings, mindfulness, Nearpod SEL lessons, and class discussions of the Positivity Project character trait of the week	• Positivity Project activity, Nearpod SEL lesson and/or mindfulness activity • At least once per week: **synchronous class meeting** via Teams or WebEx • (NON- NEGOTIABLE)
Health	• Limited to *Remote Instruction* days	• Nearpod Health Lessons
PE	• Physical education teachers will follow a cycle schedule enabling them to see the same homeroom (Cohort A/B) for 7-8 consecutive weeks.	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher recorded videos minimally 2 times a marking period per grade level.
Spanish	• Limited to *Remote Instruction* days	• Asynchronous instruction from the assigned World Language teacher. Lessons should include recorded teacher recorded videos minimally 2 times a marking period per grade level.
Special Areas	• Special area teachers will follow a cycle schedule enabling them to see the same homeroom (Cohort A/B) for 7-8 consecutive weeks.	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher recorded videos minimally 2 times a marking period per grade level.

Primary (Grades 1-2) Routine/Practices/Content Delivery Expectations

Subject	In-Person	Remote
Welcome	Arrival, Breakfast, Handwashing	Each day begins with a recorded video explaining the learning activities scheduled for the day.
ELA	Reading • Interactive read aloud • Shared reading with written response activity • Coached independent reading Differentiated Small Group Reading Writing • Mentor sentences • Mini lesson for Priority Standards • Writing Workshop AND/OR Integrated Reading/Writing Units	Reading • Book (read aloud or read to self) with oral language or written response activity • Baggie books Differentiated Small Group Reading Writing • Handwriting workbooks • Recorded Mini Lessons for Priority Standards • Mini lesson + Writing Workshop AND/OR Integrated Reading/Writing Units
Math	EM mini-lesson, math journal pages and practice activities Differentiation activities and intervention	EM pre-recorded mini-lesson, math journal pages and practice activities using eTools Recordings to Model First in Math Games/Engaging in First in Math/ Fact Fluency Practice
Science	NgConnect resources for 2-part lessons. Day 1 – Preview vocab./ information gathering and exploration Day 2 – Video/ Experiment illustrating/ applying concept with written journal response- Wrap up Questions/ Answers Alternate with Social Studies Lessons	NgConnect resources for 2-part lessons. Day 1 - Preview vocab./ information gathering and exploration Day 2 – Video/ Experiment illustrating/ applying concept with Seesaw activity – Wrap up Question /Answers (Oral 3 sentences) Alternate with Social Studies Lessons

Social Studies	TCI program resources Each lesson (takes approx. 2 weeks) has the following elements: • Preview • Activity (phases) • Read & Do • Processing Modified Curriculum Guide identifies the elements taught in each lesson to facilitate students learning the standards, in conjunction with TCI's Blended Learning plan Students utilize the digital notebook to record their responses for each activity and interactive text for their research and building background Alternate with Science Lessons	TCI program resources Sharing customized teaching slides Each modified lesson (takes approx. 2 weeks) has the following elements: • Preview • Activity (phases) • Read & Do • Processing Modified Curriculum Guide identifies the elements taught in each lesson to facilitate students learning the standards, in conjunction with TCI's Blended Learning plan Students utilize the digital notebook to record their responses for each activity and interactive text for their research and building background Alternate with Science Lessons
Fundations	Fundations lesson and activity Dictated sentences Assessment Differentiated practice with conferring and interventions	Fundations Fun Hub virtual activities Recordings to model skywriting, using tiles, handwriting, etc. Practice with alphabet cards/ sight word cards and/or handwriting practice Practice with sight word cards (flash cards, sentence writing, spelling)
SEL	Building Better People activities such as class meetings, mindfulness, Nearpod SEL lessons, and class discussions of the Positivity Project character trait of the week	• Positivity Project activity, Nearpod SEL lesson and/or mindfulness activity • At least once per week: **synchronous class meeting** via Teams or WebEx • (NON- NEGOTIABLE)
Health	Limited to *Remote Instruction* days	• Nearpod Health Lessons
PE	Physical education teachers will follow a cycle schedule enabling them to see the	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher

	same homeroom (Cohort A/B) for 7-8 consecutive weeks.	recorded videos minimally 2 times a marking period per grade level.
Spanish	Limited to *Remote Instruction* days	• Asynchronous instruction from the assigned World Language teacher. Lessons should include recorded teacher recorded videos minimally 2 times a marking period per grade level.
Special Areas	Special area teachers will follow a cycle schedule enabling them to see the same homeroom (Cohort A/B) for 7-8 consecutive weeks.	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher recorded videos minimally 2 times a marking period per grade level.

Intermediate (Grades 3-5) Routine/Practices/Content Delivery Expectations

Subject	In-Person	Remote
Welcome	• Arrival, Breakfast, Handwashing	• Each day begins with a recorded video explaining the learning activities scheduled for the day.
ELA	• Whole group instruction mirrors remote learning prerecorded minilesson from InSync Wit and Wisdom program. • Vocabulary/ Deep Dives • Coached IDR and Differentiation	• Whole group instruction from InSync Wit and Wisdom video recording. • Vocabulary/ Deep Dives • IDR • Fluency Practice
Spelling	• In-person assessment using Spelling City (5 min/once a week)	• Spelling Connections workbook, Spelling Connections online, and/or Spelling City activities
Math	• EM mini-lesson (from the Math Message) and practice that mirrors remote lesson (journal, math boxes, home link pages) • Differentiation and feedback using EM curriculum resources	• Pre-recorded EM mini-lesson (from the Math Message) and practice activities (using journal, math boxes, home link pages, and eTools) • Recordings to Model First in Math Games/Engaging in First in Math/ Fact Fluency Practice
Science	*First and Second Marking Periods* • 1 Lesson per day • Preview (vocab./ information gathering/ exploration), Concept in action (share model, experiment, or video) illustrating / applying concepts and Wrap up – Discussion of Activity Sheet/Student Journal Questions)	*First and Second Marking Periods* • 1 Lesson per day • Teacher created NearPod activity • Preview (vocab./information gathering/ exploration), Concept in action (share model, experiment, or video) illustrating/ applying concepts and Wrap up-Activity Sheet completion/ reflection questions via Flipgrid, etc.
OR Social Studies	*Third and Fourth Marking Periods* TCI program resources Each lesson (takes approx. 2 weeks) has the following elements: • Preview • Activity (phases) • Read & Do	*Third and Fourth Marking Periods* TCI program resources Sharing customized teaching slides Each modified lesson (takes approx. 2 weeks) has the following elements: • Preview • Activity (phases)

	• Processing Modified Curriculum Guide identifies the elements taught in each lesson to facilitate students learning the standards, in conjunction with TCI's Blended Learning plan Students utilize the digital notebook to record their responses for each activity and interactive text for their research and building background	• Read & Do • Processing Modified Curriculum Guide identifies the elements taught in each lesson to facilitate students learning the standards, in conjunction with TCI's Blended Learning plan Students utilize the digital notebook to record their responses for each activity and interactive text for their research and building background
SEL	• Building Better People activities such as class meetings, mindfulness, Nearpod SEL lessons, and class discussions of the Positivity Project character trait of the week	• Positivity Project activity, Nearpod SEL lesson and/or mindfulness activity • At least once per week: **synchronous class meeting** via Teams or WebEx • (NON- NEGOTIABLE)
Health	Limited to *Remote Instruction* days	• Nearpod Health Lessons • Grade 5: DARE Lessons
PE	• Physical education teachers will follow a cycle schedule enabling them to see the same homeroom (Cohort A/B) for 7-8 consecutive weeks.	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher recorded videos minimally 2 times a marking period per grade level.
Spanish	Limited to *Remote Instruction* days	• Grades 3 and 4: Foreign Language for Kids by Kids online program • Grade 5: Asynchronous instruction from the assigned World Language teacher. Lessons should include recorded teacher recorded videos minimally 2 times a marking period per grade level.
Special Areas	• Special area teachers will follow a cycle schedule enabling them to see the same homeroom (Cohort A/B) for 7-8 consecutive weeks.	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher recorded videos minimally 2 times a marking period per grade level.

Assessment and Grading: Elementary

Our current report cards in K-2 are standards/skill based while our students in grades 3-5 have received numeric averages and traditional grades. Through work with a committee of teachers in the intermediate grades, the district will be transitioning to a standards-based report card for students in grades 3-5 beginning September 2020.

What is Standards-Based Grading?

Standards-based grading (SBG) is a system which focuses on student learning and grades based on a demonstrated understanding of specific concepts/standards. Instead of a simple letter grade, students receive grades on multiple different learning targets and can see which concepts they understood well and which they need to improve upon.

Standards-based grading provides explanations of the concepts and material that students should know and/or be able to do. These are called student learning standards, which provide a baseline that is consistent across all students in the grade level. Teachers' instruction is guided by these standards and they work to make sure their students learn all of the expected standards they need to before leaving their class. When students receive report cards, they receive a list of learning standards and a rubric score on each standard of how well they mastered the material.

How standards-based grading benefits teachers and students

- <u>Provides meaning to grades</u> – Students understand why they receive each grade and the breakdown of how they did on each standard rather than a receiving a vague letter (or percentage) with no explanation.

- <u>Keeps students and teachers accountable</u> – With specific learning standards expected from the beginning of the class, the teacher knows what they are expected to teach. With the use of consistent formative assessments, teachers and students know how well they are doing on these learning targets and can adjust as needed to ensure proficient understanding by the end of the course.

- <u>Better feedback for improvement</u> – With grades broken up into different learning standards, students can immediately see which areas of learning they need to improve upon. Teachers can also use this information to improve instruction; if they see that a majority of the class has a lack of understanding in one standard, they can focus on that standard more moving forward.

- Provides information to differentiate instruction – With learning standards common to the class and frequent formative assessments, the teacher knows which students are at each level for each standard. Using this information, they can differentiate instruction and give different leveled assignments to different groups of students based at the proficiency level in which they performing.

- Students become more self-motivated – With the goal of SBG being student mastery and understanding rather than getting the most points, students become more motivated to truly understand the material. The "Will this be graded?" question is slowly replaced with earnest questions to better understand the material.

- Tracks Standards Mastery – With standards-based grading, teachers are able to focus their instruction and progress analysis around how students are mastering the content required for each standard. Tracking standards mastery helps instructors make sure they are adequately preparing students for the content that will be tested during the state test.

Digital assessment provides and easy shift to standards-based-grading

A key tenant of standards-based grading is understanding where each student is on the road to mastery, not just at the end of the year, but constantly throughout the year. Recent improvements in technology and the widespread implementation of digital assessment technology in schools has greatly helped with gather this information. Digital assessments make it much easier for teachers to easily distribute formative assessments, provide instant, comprehensive feedback, and even differentiate assessments for different groups of students.

Curriculum and Instruction: Secondary Level

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
In-Person Cohort A	In-Person Cohort A	**All Students Remote**	In-Person Cohort B	In-Person Cohort B
Periods 1 -4 Each in-person/remote period has 2 lesson segments: Day 1 and Day 2. 30 minutes per segment for a total of 60 minutes	Periods 5-8 Each in-person/remote period has 2 lesson segments: Day 1 and Day 2. 30 minutes per segment for a total of 60 minutes	Teachers are available for 60 minutes of synchronous office hours when the teacher can work with individuals or small groups and promote social-emotional learning. Tier II interventions can be delivered for struggling learners, providing remediation and retakes of summative assessments.	Periods 1-4 Each in-person/remote period has 2 lesson segments: Day 4 and Day 5. 30 minutes per segment for a total of 60 minutes.	Periods 5-8 Each in-person/remote period has 2 lesson segments: Day 4 and Day 5. 30 minutes per segment for a total of 60 minutes
Remote Cohort B/C	Remote Cohort B/C		Remote Cohort A/C	Remote Cohort A/C
Each in-person/remote period has 2 lesson segments: Day 1 and Day 2. Complete lesson segment for Day 1 and Day 2 for Periods 1-4	Each in-person/remote period has 2 lesson segments: Day 1 and Day 2. Complete lesson segment for Day 1 and Day 2 for Periods 5-8		Each in-person/remote period has 2 lesson segments: Day 4 and Day 5. Complete lesson segment for Day 1 and Day 2 for Periods 1-4	Each in-person/remote period has 2 lesson segments: Day 4 and Day 5. Complete lesson segment for Day 1 and Day 2 for Periods 5-8

Assessment and Grading: Secondary

Grading and Assessment Focus and Parameters
I.   Deadlines
   A. In a remote or hybrid model, educators need to operate under the notion that deadlines must be flexible and fluid. However, these fluid deadlines need to come with certain parameters to promote student accountability and preserve teacher time to ensure they can teach and support, minimizing the need to make repeated requests for assignments.
   B. District, school, and department leaders must shift the paradigm from task completion for a grade to certifying the learning. In this regard, we continue to understand that to certify learning, students must be measured to determine the extent to which they have attained the content standards. To that end, students can be assessed differently at various stages of the learning process. Learning is not a linear process for all. Students learn at different rates and at different times. Therefore, they should not be penalized for taking longer to learn a concept. In this process, retakes become crucial, enabling students to meet certain conditions of learning before they are reassessed. Student accountability is a key ingredient to their success.
   C. Parameters to Set the Stage for Redos, Retakes, and Reassessments
      1. Teachers need to set a deadline and share with the students when they plan to enter a grade for an assignment (no more than one week).
      2. If students miss the deadline, the teacher should continue to work to motivate the students to complete the work, especially for major assessments. The students will earn a grade for full credit earned once they submit the lesson. **There are no late penalties, but an indication should be made in PowerSchool using the "L" symbol.**
      3. If students fail to complete the assignment one week after it was due, and the teacher has done due diligence to motivate the students to turn in work, the teacher will enter a zero in the grade book and move on.
      4. If the teacher feels that students need additional practice, instruction or build a scaffold for future learning to meet the standards, *the teacher reserves the right to establish a new deadline*, especially if it is a major assessment.

D. Notable Mindshift: Why No Late Penalties?
   1. When students turn in assignments, teachers should be assessing their level of proficiency on a skill. The New Jersey Student Learning Standards do not call for students to attain knowledge or skills based on their ability to turn the lesson in on time. Therefore, penalizing students by deducting points from their grade is not an accurate measurement of the learning. Teachers must grade the skill and not the compliance.
   2. There are ways to represent the compliance aspect of the grades. Options for this will be explored in the future.

II.   Retakes and Redos
   A. In the hybrid model, Remote Wednesdays can be used for retakes. Retakes are done on the teacher's schedule, not the student's schedule.
   B. Retakes and redos are permitted for summative assessments only because summative assessments certify learning. Classwork, homework, and informal quizzes are considered formative assessments or the practice leading to the summative assessment.
   C. There are certain conditions students must satisfy in a retake and redo policy. Redos and retakes cannot be used to inflate grades. They are designed for students to master the learning and realize that learning is not a snapshot in time but is based on the process of relearning.
   D. With retakes and redos, the following needs to happen:
   1. The student needs parameters to relearn to showcase new knowledge. The Department Supervisor will outline what these parameters are. Some parameters include but are not limited to the following:

      a. Attending a Teams/Schoology/WebEx meeting with the teacher to relearn the material.

      b. Redoing practice assignments leading up to the assessments. These practices would not be graded or regraded but required to get feedback from the teacher.

      c. Correcting study guides and showing that work to the teacher.

      d. All students are eligible for a retake if they want to improve their learning. They should see the teacher to initiate the process.

      e. The retake should be initiated by the teacher if the student is not meeting expectations on the assessment, meaning they have not met the learning target(s).

E. The retake of an assessment *must* occur before the next summative assessment is given.
F. The grade on the retake replaces the old grade. It is *not* an average of the two.
G. Retakes and redos are the extra credit. Old-style extra credit inflates the grade which masks the accurate representation of learning achievement. Extra credit in the former sense no longer exists.
H. The student does not have to retake the whole test or even take a new test. What does the student do to certify the learning? Here are some options:
    1. A redo of the same test
    2. A completely new test
    3. A reassessment of certain sections of the test where the standard/skill was missed
    4. A richer cognitive exercise where the students must explain their new learning in writing.
    5. Verbal assessment
I. Notable Mindshift: Why Redos?
    1. The "why" of retakes and redos…Learning may not occur for every student by a period of time as not everyone has the same readiness. Teachers must give students the opportunity to fail forward to recover their learning. If we permit students to demonstrate less than proficiency on an assessment, we send the message that doing the work is more important than obtaining the skills.
    2. The "why" of teachers initiating the request for students to redo when they score below a C is that the proposed grading scale, a C signifies that the student is partially proficient in their learning. As a result, that merits Tier II NJTSS interventions by the teacher. The retake or relearning concept is one such intervention.
    3. Add comment in PowerSchool about redos offered.

III. Elimination of Marking Periods and Moving to Semester-Based Grading
   A.   There will no longer be marking periods where teachers have to ensure all grades are due and historical by a set point 4 times a year. Core content area teachers will only have to do this twice a year at the semester.

   B.   For exploratory/traditional cycle classes, there will still be students rotating to their classes four times a year. Grades will continue to be calculated every nine weeks.

   C.   Teachers will use this opportunity to develop pacing as appropriate for student readiness.

   D.   Teachers will still need to monitor grades at least quarterly to provide the necessary interventions as schools will continue to provide progress reports four times a year.

   E.   **Notable Mindshift: Semesters**

      1. In the four-marking period system, teachers are forced to get grades in by the last day of the marking period and are bound by 8 to 9 weeks of instruction. In that time, they must get multiple grades in, especially assessments, so that there are enough summative assessments to "average out". In this new "semester" mindset, we continue to promote the idea that learning is paramount rather than getting a grade in the gradebook within a certain time frame. This promotes more opportunities for feedback and more opportunities for relearning for the students. The grades will be more representative of learning and learning recovery. Finally, this allows teachers to have the freedom to not grade everything when they notice there is a need to reteach.
      2. The pacing guides for each content area in conjunction now with the readiness of the students will guide the pace of instruction.

IV. Grading in the Hybrid/Remote Setting
   A. In order to assist with the gaps in learning that occurred last year, we implemented a grading floor of 60% to ensure that students mathematically did not fail as a result of the various challenges in the remote environment. *This floor applies to the first semester only.*
   B. In this current setting in the 2020-21 school year, the grading floor still has merit.

3. In our grading system at WTPS, a student has 7 opportunities (93-100) for an A or exceeding expectations/mastery but 69 opportunities (0-69) to fail.
4. There are plans in the future to ensure grades more express the level of mastery we champion for students. However, in this current structure, if we operate under a traditional 100-point scale, the 60 floor is a must because it saves the inequity of a mark and allows each letter grade to have equal weight.
5. In a traditional grading structure, you use the 60 as an override for the report card. You never put a 60 in if the student got a zero on an assignment. That inflates a student's grade and causes a mishap with averages. Therefore, we have retakes to mitigate the zeroes in the grade book.
6. During the 2019-20 school year, while the 60 considered those students who did not have equal access to education, students manipulated that percentage to ensure they mathematically passed a class on the average.
7. If teachers start off with a 60 grading floor, students will not be able to play the average game because the 60 will be in place from the start.
C. Notable Mindshift: Why the Grade Floor
1. In our grading system at WTPS a student has seven opportunities (93-100) for an A or exceeding expectations and 69 opportunities (0-69) to fail. This is why we had a 60-grading floor last spring to combat those inequities.
2. It takes out the astronomical inequity with A's vs F's and allows a student to have an opportunity to recover and not lose hope. We never want to put a student in a situation that past failure dictates future success.
3. What we communicate to students about their mastery of learning matters. We shift the focus to the level of content mastery and therefore communicate learning, not earnings.

Appendix T

Appendix T includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Professional Learning: Elementary Level:

Teachers will align their professional learning communities (PLCs) to the hybrid/remote learning environment to support one another with lesson development and planning. Each grade level teacher and co-teacher in a school will become the "expert" lesson developer for a specific content area(s)- see below. These subject area experts will collaborate in a PLC with other grade level experts across the district. Teachers with a co-teacher will be experts in ELA/Math to optimize differentiation. All resource room ELA teachers will become their own PLC and all Resource Room Math teachers will become their own PLC. Basic skills teachers, Interventionists, TAG, ELL, and other distinct positions will also remain their own PLC.

The district PLCs will meet virtually once a week to analyze student progress and plan/develop the next week's activities. All digital resources should be developed and placed into the district Schoology resource bank and plans will be shared across the grade level and districtwide each Wednesday prior to implementation. This will allow time for teachers to personalize and differentiate the resources as needed to meet the specific needs of their students. The areas of planning and hybrid/remote lesson development are as follows:

K – 2 (Non-Departmentalized Grades)	Grades 3-5 (Departmentalized Grades)
1- ELA – Reading and Writing Workshop	1- ELA – Wit and Wisdom Core Program
2- Phonics / Fundations / Handwriting /Recess Movement Activities	2- ELA Assessments/ IDR checklists/ Spelling/Recess/ Movement Activities
3- Mathematics and First in Math	3- Mathematics and First in Math
4- Science / Social Studies	4- Science / Social Studies
5- Health / SEL (Only for grades levels with 5 teachers)	5- Health / SEL (Only for grades levels with 5 teachers)
Resource Room / Self Contained– ELA	Resource Room / Self Contained– ELA
Resource Room / Self Contained– Mathematics	Resource Room / Self Contained– Mathematics

In addition to PLCs, district staff will participate in the various professional development opportunities related to the Hybrid Model/Remote Learning Model.

- Summer curriculum teams redesign mathematics and ELA to optimize loss of instruction and identify only essential power standards that need to be taught in 2020-21.
- COVID-19 health protocols and best practices (cleaning, handwashing, etc.)
- Recoupment of learning / Assessing and designing instruction to fill gaps
- Schoology – Learning Management System
- Online platforms such as Nearpod, Seesaw, OneNote, FunHub, Wit and Wisdom InSync, TCI, Screencast-o-matic, etc.
- Executive Functioning Skills
- Standards-Based Grading
- Professional Committees
- Performance Matters

Professional Learning: Secondary Level:

Teachers will align their professional learning communities (PLCs) to the hybrid/remote learning environment to support one another with lesson development and planning. Each teacher and co-teacher in a school or department will take the lead in developing lessons, i.e., digital content, for a specific course. Each Department Supervisor will coordinate this process by facilitating virtual meetings on a periodic basis.

The district PLCs will meet virtually once every nine weeks to analyze student progress and plan/develop interventions for struggling students. All digital resources should be developed and placed into the district Schoology resource bank and plans will be shared across the grade level and district wide. This will allow time to personalize and differentiate the resources, if needed.

In addition to PLCs, district staff will participate in the various professional development opportunities related to the Hybrid Model/Remote Learning Model.

- COVID-19 health protocols and best practices (cleaning, handwashing, etc.)
- Recoupment of learning / Assessing and designing instruction to fill gaps
- Summer curriculum teams redesign mathematics and ELA to optimize loss of instruction and identify only essential power standards that need to be taught in 2020-21.
- Schoology – Learning Management System
- Executive Functioning Skills
- Standards-Based Grading
- Performance Matters
- Common assessments
- Professional Committees
- IDE Corp/LATIC

Appendix U

Appendix U includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Communication

Preparing for Initial Reopening	
Communication Plan Description	Communication Action Steps

• District officials actively monitor, synthesize, and communicate information from broadcasts and guidance from NJDOE, NJDOH, CDC, and Gloucester County Department of Health
• Develop WTPS Reopening Webpage
• Provide general email for staff and community to submit questions, comments, and concerns
• Survey all families for instructional and transportation preferences
• Communicate WTPS Restart and Recovery Plan to all constituents developed by the WTPS Task Force and Subcommittees
• Requests parents submit final instructional and transportation commitments
• Release cohorts to parents
• Provide routine updates to staff and community regarding the progress of the implementation of the WTPS Restart and Recovery Plan
	• Provide all communications on the district communication vehicles:
	  • Splash Page
	  • Facebook
	  • Twitter
	  • Email
	  • Voicemail
	  • Text
	  • WTPS Reopening Webpage
	  • WTPS Postmaster
	• Provide communication to staff:
	  • Health and safety measures
	  • Task Force and subcommittee determinations
	  • WTPS Reopening webpage and FAQ
	• Provide communication to parents:
	  • Health and safety measures
	  • Instructional schedule to implement initial survey
	  • Task Force and subcommittee determinations
	  • WTPS Reopening webpage and FAQ

Preparing for Closing (Full Remote Instruction)	
Communication Plan Description	Communication Action Steps

• District officials actively monitor, synthesize, and communicate information from broadcasts and guidance from NJDOE, NJDOH, CDC, and Gloucester County Department of Health
• Communicate and implement WTPS Restart and Recovery Plan related to full remote instruction to all constituents
• Develop WTPS Remote Instruction Webpage to warehouse all communications regarding the closing/transition to full remote instruction
• Provide routine updates of the transition to and implementation of full remote instruction
	• Provide all communications on the district communication vehicles:
	  • Splash Page
	  • Facebook
	  • Twitter
	  • Email
	  • Voicemail
	  • Text
	  • WTPS Remote Instruction Webpage
	  • WTPS Postmaster
	• Provide communication to staff:
	  • Health and safety measures

	- Task Force and subcommittee determinations
	- WTPS Remote Instruction webpage and FAQ
	- Provide communication to parents:
	  - Health and safety measures
	  - Instructional schedule to implement initial survey
	  - Task Force and subcommittee determinations
	  - WTPS Remote Instruction webpage and FAQ

Preparing for Subsequent Reopening	
Communication Plan Description	**Communication Action Steps**

- District officials actively monitor, synthesize, and communicate information from broadcasts and guidance from NJDOE, NJDOH, CDC, and Gloucester County Department of Health
- Continue use of WTPS Reopening webpage
- Provide general email for staff and community to submit questions, comments, and concerns
- Reiterate the relevant portions of the WTPS Restart and Recovery Plan to all constituents
- Determine if there is a need to re-survey parents for instructional and transportation commitments.
- Release any revised cohorts to parents
- Revise and communicate school calendar, if needed
- Provide routine updates to staff and community regarding the transition back to in-person instruction
	- Provide all communications on the district communication vehicles:
	  - Splash Page
	  - Facebook
	  - Twitter
	  - Email
	  - Voicemail
	  - Text
	  - WTPS Reopening Webpage
	  - WTPS Postmaster
	- Provide communication to staff:
	  - Health and safety measures
	  - Reiterate relevant Task Force and subcommittee determinations
	  - WTPS Reopening webpage and FAQ
	- Provide communication to parents:
	  - Health and safety measures
	  - Instructional schedule to implement initial survey
	  - Reiterate relevant Task Force and subcommittee determinations
	  - WTPS Reopening webpage and FAQ

POLICY GUIDE

[See POLICY ALERT No. 221]

1648 RESTART AND RECOVERY PLAN

On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back - Restart and Recovery Plan for Education" (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students' unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a "Restart and Recovery Plan" (Plan) to reopen schools that best fits the district's local needs.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

A.   NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

      1.   Transportation

            a.   A face covering must be worn upon entering the school bus by all students who are able to do so in accordance with A.2.c. below.

                  (1)   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.

            b.   The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.

POLICY GUIDE

    c.   District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.

    d.   If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

[See Policy Guide 1648 – Appendix C for the protocols/procedures for "Transportation" which is also included in the school district's Restart and Recovery Plan.]

2.   Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms

    a.   The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.

        (1)   Parents must sign a COVID-19 screening waiver that will confirm their agreement to self-monitor their child(ren), including a temperature check, in the home prior to getting on any district vehicle or entering a district facility. Staff will visually check students upon arrival for COVID-19 symptoms. If the visual screening indicates possible COVID-19 symptoms, the student will be sent to the school nurse for further assessment. Staff will take their own temperature and conduct a self-check for COVID-19 symptoms prior to reporting to work.

        (2)   Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

        (3)   Results must be documented when signs/symptoms of COVID-19 are observed.

POLICY GUIDE

(4)   The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.

(5)   Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.

(6)   If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

b.   School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

(1)   If a visitor refuses to a 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.

c.   Students are required to wear face coverings, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(1)   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.

POLICY GUIDE

      d.   Exceptions to the Requirement for Face Coverings

          (1)   Doing so would inhibit the individual's health.

          (2)   The individual is in extreme heat outdoors.

          (3)   The individual is in water.

          (4)   A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.

          (5)   The student is under the age of two and could risk suffocation.

[See Policy Guide 1648 – Appendix E for the protocols/procedures for "Screening, PPE, and Response to Students and Staff Presenting Symptoms" which is also included in the school district's Restart and Recovery Plan.]

3.   Facilities Cleaning Practices

      a.   The school district must continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.

      b.   A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Policy Guide 1648 – Appendix G for the protocols/procedures for – "Facilities Cleaning Practices" which is also included in the school district's Restart and Recovery Plan.]

4.   Wraparound Supports

      a.   Mental Health Supports

POLICY GUIDE

The school district's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students' mental health.

[See Policy Guide 1648 – Appendix K for the protocols/procedures for "Academic, Social, and Behavioral Supports" which is also included in the school district's Restart and Recovery Plan.]

5. Contact Tracing

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 consecutive 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. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[See Policy Guide 1648 – Appendix F for the protocols/procedures for "Contact Tracing" which is also included in the school district's Restart and Recovery Plan.]

POLICY GUIDE

B.   NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

    1.   Scheduling

        a.   The school district's Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.

        b.   The school district's Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.

        c.   The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

            (1)   Special Education and English Language Learners (ELL)

                (a)   The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.

                (b)   The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

        d.   The school district also recognizes additional special populations such as students on home instruction who will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

(1) Student home instruction assignment will be handled on an individual case-by-case basis.
  (a) Home instruction can be provided by placing students on full-time remote learning with their assigned teacher(s).
  (b) If this is not feasible due to the student's medical circumstances, home instruction can be provided by the district's approved home instructor(s) via a virtual platform or the contracted virtual online provider.

[See Policy Guide 1648 – Appendix N for the protocols/procedures for "Scheduling of Students" which is also included in the school district's Restart and Recovery Plan.]

2. Staffing

a. The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.

b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

[See Policy Guide 1648 – Appendix O for the protocols/procedures for "Staffing" which is also included in the school district's Restart and Recovery Plan.]

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. Purchasing

POLICY GUIDE

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the "Public School Contracts Law", N.J.S.A. 18A:18A-1 et seq.

b. Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education, prior to performing certain budget actions, such as withdrawing from the emergency reserve account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

c. Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

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

a. The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2. Professional Learning

a. The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

(1) Professional Learning

POLICY GUIDE

(a) The school district shall grow each teaching staff member's professional capacity to deliver developmentally appropriate standards-based instruction remotely.

(2) Mentoring and Induction

(a) The school district shall ensure:

(i) All novice provisional teachers new to the district be provided induction;

(ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;

(iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;

(iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and

(v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

POLICY GUIDE

   (3) Evaluation

      (a) The school district has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

  3. Career and Technical Education (CTE)

    a. The school district shall implement innovative learning models for new learning environments regarding CTE.

    b. Quality CTE Programs

      The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.

    c. Work-Based Learning

      The school district will ensure students are provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education "The Road Back – Restart and
 Recovery Plan for Education"

Adopted: August 2020