

Elsinboro Township School District

Restart and Recovery Plan

2020-2021



July 17, 2020

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Dear ETS Community,

The purpose of this document is to share with staff, students and parents the strategies the Elsinboro Township School District is using to reopen schools and provide a safe, consistent learning environment in a COVID-19 world. We are committed to ensuring our children are getting a high quality education, even if health considerations require changes in the delivery of learning. The plan details three different approaches to instructional delivery; All students in school, an alternating schedule where students would attend on-site part-time and remote part-time, and all instruction occurring remotely at home.

ETS will work with national, state and county authorities to identify a strategy that is consistent with their guidelines. To the best of our ability, we will adopt a strategy that provides a consistent approach for learning so that educators can plan instruction, students have continuity in their learning, and parents can plan personal needs.

Whether on-site, blended or remote, the curriculum will focus on student mastery of important priority standards and assessments that provide feedback to students on their learning. We will be providing direct instruction, taking attendance, and students will receive grades. These consistent approaches to instruction, whether in class or remote, support continuity of learning throughout the year and ensures that ETS meets NJDOE requirements for school attendance.

This will be a year of new and unique challenges. It will take a considerable amount of teamwork as we navigate what could be changing realities throughout the school year. This draft plan provides a roadmap on what to expect, and we hope helps all of us be better prepared to adjust our personal lives based on changing conditions.

Sincerely,

Constance McAllister
CSA, Elsinboro Township School District

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I. Non-Instructional Expectations and Procedures

Social Distancing Considerations	On-site	Blended	Remote
Communal Spaces (Office, Cafeteria, etc.)	<ul style="list-style-type: none"> • Strict adherence to social distancing cannot be guaranteed in this model • We will follow CDC, SCHD and NJDOE guidelines with regards to wearing masks 	<ul style="list-style-type: none"> • Strict adherence to social distancing cannot be guaranteed in this model • We will follow CDC, SCHD and NJDOE guidelines with regards to wearing masks 	<p>Strict adherence to social distancing will be possible in this model</p>
	<ul style="list-style-type: none"> • Social distancing of 6 feet • Considering the risk of exposure and crossing of groups when planning. <ul style="list-style-type: none"> • No all school assemblies • No field trips • Masks required due to increased levels of exposure when social distancing is not achievable. • Office Area <ul style="list-style-type: none"> • Signage outside to require visitors to wear a mask • Inside the office there is signage indicating where to stand or sit while in the vestibule and designated areas to ensure guests are social distancing <ul style="list-style-type: none"> • Chairs spaced 6 feet apart, markings on the floor for a waiting line. 	<p>For onsite days: Ensure social distancing of 6 feet</p> <ul style="list-style-type: none"> • Considering the risk of exposure and crossing of groups when planning. <ul style="list-style-type: none"> • No all school assemblies • No field trips • Masks required due to increased levels of exposure • Office Area <ul style="list-style-type: none"> • Signage outside to require visitors to wear a mask • Inside the office there is signage indicating where to stand or sit while in the vestibule and designated areas to ensure guests are social distancing <ul style="list-style-type: none"> • Chairs spaced 6 feet apart, markings on the floor for a waiting line. 	<p>N/A</p>

Social Distancing Considerations	<ul style="list-style-type: none"> • Guests will only be provided entry through the secure system • Office staff logs guests in at the window • Designated waiting locations outside for visitors while waiting to enter the office • When possible, limit members of the visiting group to essential persons only • Visitors permitted in office area vestibule only • No volunteers in the school at this time. 	<p>guests only will be provided entry through the secure system.</p> <ul style="list-style-type: none"> • Office staff logs guests in at the window • Designated waiting locations outside for visitors while waiting to enter the office • When possible, limit members of the visiting group to essential persons only • Visitors permitted in office area vestibule only • No volunteers in the school at this time 	<p>N/A</p>
Arrival and Dismissal	<p>On-site</p> <p>Bus Transportation:</p> <ul style="list-style-type: none"> • All students are required to wear a mask. Accommodations will be made for students with disabilities. • Students will be seated in family groups • Updated policy <i>2111.8-Covid 19 & Transportation (Appendix A)</i> <p>Screening</p> <ul style="list-style-type: none"> • Students will be screened by school personnel as they enter the building. • Students showing symptoms of COVID 19 will be moved to an isolation area and parents will be contacted. 	<p>Blended</p> <p>Bus Transportation:</p> <ul style="list-style-type: none"> • All students are required to wear a mask. Accommodations will be made for students with disabilities. • Students will be seated in family groups • Updated policy <i>2111.8-Covid 19 & Transportation (Appendix A)</i> <p>Screening</p> <ul style="list-style-type: none"> • Students will be screened by school personnel as they enter the building. • Students showing symptoms of COVID 19 will be moved to an isolation area and parents will be contacted. 	<p>Remote</p> <p>N/A</p>

Arrival and Dismissal	<p>Arrival</p> <ul style="list-style-type: none"> Plan in place for first day of school with virtual teaching of new routines <ul style="list-style-type: none"> Possible need to stagger arrival on day 1 Entrances/Exits identified for students Structured schedule to enter building <ul style="list-style-type: none"> Utilize gym entrance Report directly to identified class line Plan for students arriving after 8:25 am. Line up socially distanced at the assigned indoor location, monitored by staff and escorted to classes CSA or Teacher in Charge have the authority to deviate from these guidelines in the event of adverse conditions. <p>Dismissal</p> <ul style="list-style-type: none"> Extra staff placed on bus duty Busses and car riders/walkers will be staggered to allow for social distancing Cars will be called up to the line in two groups utilizing alphabetical order. 	<p>Arrival</p> <ul style="list-style-type: none"> Plan in place for first day of school with virtual teaching of new routines <ul style="list-style-type: none"> Possible need to stagger arrival on day 1 Entrances/Exits identified for students Structured schedule to enter building <ul style="list-style-type: none"> Utilize gym entrance Report directly to identified class line Plan for students arriving after 8:25 am. Line up socially distanced at the assigned indoor location, monitored by staff and escorted to classes CSA or Teacher in Charge have the authority to deviate from these guidelines in the event of adverse conditions. <p>Dismissal</p> <ul style="list-style-type: none"> Extra staff placed on bus duty Busses and car riders/walkers will be staggered to allow for social distancing Cars will be called up to the line in two groups utilizing alphabetical order. 	<p>N/A</p>
Transitions	<p>On-site</p> <p>Hallways/Stairwell</p> <ul style="list-style-type: none"> Schedule to ensure one class on stairwell 	<p>Blended</p> <p>Hallways/Stairwell</p> <ul style="list-style-type: none"> Schedule to ensure one class on stairwell 	<p>Remote</p> <p>N/A</p>

	<ul style="list-style-type: none"> • Designated flow of traffic arrows on the wall and floor • Additional time allotted for students with medical needs • Limit hallway traffic to ensure six feet social distancing in line and between classes • Ongoing cleaning of handrails and doorknobs 	<ul style="list-style-type: none"> • Designated flow of traffic arrows on the wall and floor • Additional time allotted for students with medical needs • Limit hallway traffic to ensure six feet social distancing in line and between classes • Ongoing cleaning of handrails and doorknobs 	N/A
Restrooms	On-site	Blended	Remote
	<ul style="list-style-type: none"> • Attempt to schedule classroom breaks one class at a time. • Individual student breaks on an as needed basis to limit the number of students in the restroom at the same time. • Kindergarten classroom will utilize their individual bathroom rather than the common space. 	<ul style="list-style-type: none"> • Attempt to schedule classroom breaks one class at a time. • Individual student breaks on an as needed basis to limit the number of students in the restroom at the same time. • Kindergarten classroom will utilize their individual bathroom rather than the common space. 	N/A

Cafeteria/ Breakfast and Lunch

On-site

- Entrances/Exits identified for students
- Designated flow of traffic
- Ensure distancing by identifying space for 6 feet apart during meal pick-up and seating
- Utensils/napkins packaged together
- Breakfast provided to students on the prior day and eaten at home.
- Lunch
 - K-5 lunch available from 11:00 am - 11:30 am
 - 6-8 lunch served from 11:50 am- 12:20 pm.
 - Additional teachers/aides placed on cafeteria duty
 - Thorough disinfection of surfaces after each seating.
- Parents do not have the opportunity to join their child for lunch on site.
- Omission of key pads for student accounts.
- Cafeteria personnel is required to wash their hands with soap after removing their gloves or after directly handling used food service items.

Blended

- Entrances/Exits identified for students
- Designated flow of traffic
- Ensure distancing by identifying space for 6 feet apart during meal pick-up and seating
- Utensils/napkins packaged together
- Breakfast provided to students on the prior day and eaten at home.
- Lunch
 - K-5 lunch available from 11:00 am - 11:30 am
 - 6-8 lunch served from 11:50 am- 12:20 pm.
 - Additional teachers/aides placed on cafeteria duty
 - Thorough disinfection of surfaces after each seating.
- Parents do not have the opportunity to join their child for lunch on site.
- Omission of key pads for student accounts.
- Cafeteria personnel is required to wash their hands with soap after removing their gloves or after directly handling used food service items.

Remote

- Meals available for students based on state guidance.
- Meal distribution at a designated site one a week

Playground/ Recess	On-site	Blended	Remote
	<ul style="list-style-type: none"> • Schedule for teacher/aides to monitor the number of students in an area • Assigned stations/activities to engage students in smaller/individual activities to ensure distancing/no cross grouping. Tape will be used to identify these areas. • Masks may be removed while outdoors, continue with social distancing • Hand sanitizer stations available before/after recess, hand washing upon return from recess • Students may use playground equipment assigned as a station to avoid cross contamination/grouping <ul style="list-style-type: none"> • All students will not be able to use the equipment daily • Equipment will be cleaned and disinfected after each use. • List of activities developed by the physical education teacher and shared to support classroom teachers <ul style="list-style-type: none"> • Instruction of games/activities integrated into physical education classes 	<ul style="list-style-type: none"> • Schedule for teacher/aides to monitor the number of students in an area • Assigned stations/activities to engage students in smaller/individual activities to ensure distancing/no cross grouping • Masks may be removed while outdoors, continue with social distancing • Hand sanitizer stations available before/after recess, hand washing upon return from recess • Students may use playground equipment assigned as a station to avoid cross contamination/grouping <ul style="list-style-type: none"> • All students will not be able to use the equipment daily • List of activities developed by the physical education teacher and shared to support classroom teachers <ul style="list-style-type: none"> • Instruction of games/activities integrated into physical education classes 	<p>N/A</p>

Classroom	On-site	Blended	Remote
	<ul style="list-style-type: none"> • Determine number of students to provide for social distancing as feasible • Spacing of desks, tables and removal of additional furniture to provide for more space for seating, movement and social distancing. • Opportunity for frequent hand washing/hand sanitizer including prior to and after lunch, after recess, throughout the day. • Utilization of visual tools to space individual students (rugs, signage, towel, mat, etc.) • Students will remain in their classes and teachers will rotate. • With exception of physical education, all special area teachers will provide instruction in the current grade level • Plexiglas partitions installed at every student desk. • Masks will be worn by students at all times. • Masks will be worn by staff at all times. • Deep cleaning to commence when students are not in classroom. 	<ul style="list-style-type: none"> • Determine number of students to provide for social distancing as feasible • Spacing of desks, tables and removal of additional furniture to provide for more space for seating, movement and social distancing. • Opportunity for frequent hand washing/hand sanitizer including prior to and after lunch, after recess, throughout the day. • Utilization of visual tools to space individual students (rugs, signage, towel, mat, etc.) • Students will remain in their classes and teachers will rotate. • With exception of physical education, all special area teachers will provide instruction in the current grade level • Plexiglas partitions installed at every student desk. • Masks will be worn by students at all times. • Masks will be worn by staff at all times. • Deep cleaning to commence when students are not in classroom. 	<p>N/A</p>

	<ul style="list-style-type: none"> Limited use of shared objects when possible. Items will be cleaned between uses. Heating/Air Conditioning units will be cleaned and filters replaced according to manufacturer's recommendations. 		N/A
Emergency Drills	On-site <ul style="list-style-type: none"> Practice and complete required emergency drills within the classroom setting to avoid cross grouping and communal areas <ul style="list-style-type: none"> Discuss, practice, and document Coordinate fire drills to the class recess schedule CSA identifies the date(s) of all school-wide drills 	Blended <ul style="list-style-type: none"> Practice and complete required emergency drills within the classroom setting to avoid cross grouping and communal areas <ul style="list-style-type: none"> Discuss, practice, and document Coordinate fire drills to the class recess schedule CSA identifies the date(s) of all school-wide drills 	N/A

Attendance	On-site	Blended	Remote
	<ul style="list-style-type: none"> • Monitored by the classroom teacher • Entered into OnCourse daily (am) 	<ul style="list-style-type: none"> • Monitored by the classroom teacher • On-Site - Entered into OnCourse daily (am) • Remote - Entered into OnCourse daily in the pm. <ul style="list-style-type: none"> • Student engagement in learning required daily. • Teacher monitor engagement via the Zoom platform 	<ul style="list-style-type: none"> • Monitored by the classroom teacher • Remote - Entered into OnCourse daily in the pm. <ul style="list-style-type: none"> • Student engagement in learning required daily. • Teacher monitor engagement via the Zoom platform
Resources	On-site	Blended	Remote
	<ul style="list-style-type: none"> • Face shields or masks with clear front for all staff for instruction in all subject areas. Shields allow for the showing of facial expressions • Additional Plexiglas dividers for desks and tables where social distancing is not achievable • Students required to wear masks when social distancing is not achievable. • Thermal imaging device for the taking of temperatures • Additional hand-sanitizing stations purchased for all classrooms and common areas. Maintenance will check daily for replacement of sanitizer. 	<p>When On-Site (see previous)</p> <p>When Off-Site</p> <ul style="list-style-type: none"> • Additional technology devices purchased for staff • Purchase of additional technology to record lessons if teachers choose to use • Off-site internet hot spots for students experiencing connectivity issues. • Additional hand-sanitizing stations purchased for all classrooms and common areas. Maintenance will check daily for replacement of sanitizer. 	<p>N/A</p>

	<ul style="list-style-type: none"> • Additional purchase of hand-held thermometers. • Additional chromebooks purchased to replace old models • Additional on-line resources purchased 		
Screening, PPE, and Response to Students and Staff Presenting Symptoms	<ul style="list-style-type: none"> • The school district will implement procedures for the screening of students and employees upon arrival at school for symptoms and history of exposure. (Appendix B) 	<ul style="list-style-type: none"> • The school district will implement procedures for the screening of students and employees upon arrival at school for symptoms and history of exposure. (Appendix B) 	N/A
Contact Tracing	<ul style="list-style-type: none"> • The NJDOE guidance does not include any “anticipated minimum standards” for contact tracing. However, all district administrators, school safety specialists, and the school nurse will be provided information regarding the role of contact tracing conducted by state, county and local officials (Appendix C) • Adoption of <i>Policy 2111.65 Contact Tracing and Screening—Pandemic</i> (Appendix D) 		N/A

II. Instructional Expectations

School Reopening Considerations

On-site

- Adoption of *Policy 2111.6-Re-Opening School Following a Pandemic (Appendix E)*
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents.
- Resetting routines
- Classroom morning meeting/check-in with guiding questions to monitor the status of students (10-15 minutes).
- Training and support of Zoom and Google Classroom.
- Professional Learning/PLC is virtual and/or grade level team social distances to minimize adult physical interaction/cross grouping

Blended

- Virtual Learning Plan (**Appendix F**)
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents.
- Resetting routines
- Classroom morning meeting/check-in with guiding questions to monitor the status of students (10-15 minutes). To ensure that we all are able to stay connected, teachers will need to provide the option to join virtually as well as a recorded option.
- Training and support of Zoom and Google Classroom.
- Professional Learning/PLC is virtual and/or grade level team social distances to minimize adult physical interaction/cross grouping

Remote

- Adoption of *Policy 2111.63-District All-Virtual Policy (Appendix G)*
- Virtual Learning Plan (**Appendix F**)
- Classroom morning meeting/check-in with guiding questions to monitor the status of students (10-15 minutes). To ensure that we all are able to stay connected, teachers will need to provide the option to join virtually as well as a recorded option.
- Training and support of Zoom and Google Classroom.
- Professional Learning/

Instruction	On-site	Blended	Remote
	<ul style="list-style-type: none"> • Five day, full schedule. • Plan restorative supports for 2020 4th quarter standards recovery and integration for in-person learning. • MAP testing to commence during the first weeks of school to determine learning loss • Standards communicated to students • Direct instruction provided by the teacher • Teachers should attempt to pre-record their lessons to support future use by students, staff and parents for re-teaching purposes • Plan and instruct from district-approved and provided resources for consistency and ease of in-person instruction to remote learning. • Focus instruction on priority standards and grade-level competencies; provide direct instruction on new skills 	<ul style="list-style-type: none"> • Five day, am on-site, pm virtual • Each student will be provided at least four hours of instructional time per school day, or one continuous session of two and one-half hours for kindergarten students (instructional time will be achieved through in-person, synchronous remote, or asynchronous remote activities. • Plan restorative supports for 2020 4th quarter standards recovery and integration for in-person learning. • MAP testing to commence during the first weeks of school to determine learning loss • Standards communicated to students daily/weekly (Zoom/Google Classroom) • Plan and instruct from district-approved and provided resources for consistency and ease of in-person instruction to remote learning. • Focus instruction on priority standards and grade-level competencies; provide direct instruction on new skills when in-person. • Remote learning may consist of project-based learning, research, writing, and reading opportunities that 	<ul style="list-style-type: none"> • Each student will be provided at least four hours of instructional time per school day, or one continuous session of two and one-half hours for kindergarten students (instructional time will be achieved through in-person, synchronous remote, or asynchronous remote activities. • Plan restorative supports for 2020 4th quarter standards recovery and integration for in-person learning • MAP testing to commence during the first weeks of school to determine learning loss—delivered remotely • Plan restorative supports for 2020 4th quarter standards recovery and integration for remote learning. • Plan and instruct from district-approved and provided resources for consistency and ease of in-person instruction to remote learning. Remote learning may consist of project-based learning, research, writing, and reading opportunities that allow students to practice previously taught skills and encourage personalization and choice. • Integrate across content areas as often as possible

		<p>allow students to practice previously taught skills and encourage personalization and choice.</p> <ul style="list-style-type: none"> • Integrate across content areas as often as possible • Plan for social-emotional learning experiences - structured lessons and writing opportunities • Prepare students to work in and between different modalities of instruction; students and staff should be familiar with Zoom and Google Classroom and ready to adapt to necessary changes • Teachers should attempt to pre-record their lessons to support future use by students, staff and parents for re-teaching purposes • Plan and instruct from district-approved and provided resources for consistency and ease of in-person instruction to remote learning. 	<ul style="list-style-type: none"> • Plan for social-emotional learning experiences - structured lessons and writing opportunities • Prepare students to work in and between different modalities of instruction; students and staff should be familiar with Zoom and Google Classroom and ready to adapt to necessary changes • Teachers should attempt to pre-record their lessons to support future use by students, staff and parents for re-teaching purposes • Plan and instruct from district-approved and provided resources for consistency and ease of in-person instruction to remote learning. • Instruction will be delivered for all major subject areas on Monday, Tuesday, Wednesday and Thursday. Special area subjects will be delivered on Friday.
Technology and Connectivity	On-site	Blended	Remote
	<ul style="list-style-type: none"> • ETS will ensure that every student has access to a device and internet connectivity. • A needs assessment was conducted via a Blackboard Connect parent survey. 	<ul style="list-style-type: none"> • ETS will ensure that every student has access to a device and internet connectivity. • A needs assessment was conducted via a Blackboard Connect parent survey. 	<ul style="list-style-type: none"> • ETS will ensure that every student has access to a device and internet connectivity. • A needs assessment was conducted via a Blackboard Connect parent survey.

Technology and Connectivity	On-site	Blended	Remote
	<ul style="list-style-type: none"> • Distribution arrangements will be made for any parent/guardian requesting a device • Parents will sign an acceptable use agreement based on BOE <i>Policy 6142.16</i> • Ongoing monitoring of technology and connectivity by the ETS technology coordinator. 	<ul style="list-style-type: none"> • Distribution arrangements will be made for any parent/guardian requesting a device • Parents will sign an acceptable use agreement based on BOE <i>Policy 6142.16</i> • Ongoing monitoring of technology and connectivity by the ETS technology coordinator. 	<ul style="list-style-type: none"> • Distribution arrangements will be made for any parent/guardian requesting a device • Parents will sign an acceptable use agreement based on BOE <i>Policy 6142.16</i> • Ongoing monitoring of technology and connectivity by the ETS technology coordinator.
Specials Instruction	On-site	Blended	Remote
	<ul style="list-style-type: none"> • See Classroom expectations/procedures • Utilize social distancing guidelines • K-8 instructional allotment: 50 minutes 	<ul style="list-style-type: none"> • See Classroom expectations/procedures • Utilize social distancing guidelines • K-8 instructional allotment: 50 minutes • With a weekly schedule, special area teachers are utilizing carts to move from room to room. <p>Band/Choir/Instrumental Lessons</p> <ul style="list-style-type: none"> • Choir and Band are suspended until restrictions are lifted • Instrumental lessons will continue as directed by the music teacher. Social distancing guidelines will be adhered to. 	<ul style="list-style-type: none"> • See Classroom expectations/procedures • Special area classes (PE, Art, Music and Health) will be held every Friday (Thursday when Friday is a scheduled day off for students). • K-8: 25 minutes of direct instruction • K-8: 25 minutes of guided and independent practice. The special area teachers should be available to students during this time. • Instruction should maximize student choice, voice and available household resources for creation and learning purposes.

Students with Identified Needs

On-site and Blended

- Identify the most vulnerable students academically and prioritize their needs based on school staff availability as well as written plans created through the teacher and the I&RS team.
- Provide consistent services for individual and groups of students
- School staff to specific grade levels/students for consistency in group contact
- Small groups may exist utilizing social distancing guidelines. Students can be from multiple assigned grade levels as well as including students that may be participating at home in remote learning situations.
- Copies of materials for each student, copy of textbooks for home use, while remote learning occurs.
- Core academic goals/competencies covered remotely through general education and IEP goals covered on-site to increase likelihood of learning/mastery and ability to progress monitor.
- Academic IEP goals introduced and taught in SpEd setting in both on-site and remote learning.
- Social and behavior goals introduced on-site in SpEd setting.

Remote

- IEPs: The CST will provide updates based on state and federal requirements. Items below need to be addressed:
 - Case manager contact with students/family on a weekly basis
 - On-going collaboration with general education teachers ensuring accommodations and modifications are provided
 - All services and supports are intended to support the child accessing the general education curriculum with their non-disabled
 - Peers to the maximum extent appropriate
 - Establish para expectations and role

Student Assessment and Grading Practices

Best Practice Expectations-All Scenarios

- Plan for assessing students' learning gap upon immediate return to school that includes multiple forms of assessment (e.i., NWEA-MAP, diagnostics, formative assessments, etc.).
- Teachers will use the assessment data to drive instruction
- Grading as per the Elsinboro Township School Grading Policy #5122

Feedback

Best Practice Expectations-All Scenarios

- Created feedback opportunities with parents and families about students' academic and social emotional health and well-being through the use of remote/in-person conferences and/or surveys to parents about their student's experience and learning while in and out of school
- Define expectations for participation and engagement for in-person and remote environments
- Use OnCourse Connect to track student progress
- Recommended weekly communications with parents to communicate learning and expectations.

III. Social Emotional Support/Learning

Considerations given to the social/emotional impact for students/staff based not only on COVID-19 issues but also with the current events related to race and equity

Prior to Opening

Best Practice Expectations-All Scenarios

- Pre-teaching/social narrative of what is is going to look like when students come back (pictures of staff with masks, procedures, pictures/videos of classrooms). The information will be provided using age appropriate language being mindful of student fears, stress and anxiety.
- Send parent survey to identify individual family needs, with ongoing communication on availability of community/county resources.
- A common source of information/guidance/best practices for social emotional learning will be developed by the nurse/admin/School Safety Team to support staff as the provide instruction, resources, and identify needs of families and students.

Ongoing Throughout The Year

Best Practice Expectations-All Scenarios

- Utilizing the School Safety Team to provide support and collaborate with general education and special education staff as they meet social emotional needs of all student in all formats
- Additional trauma training for staff—this will happen throughout the 2020-21 school year
- Focus on building relationships and supporting students.

Trauma Informed Care principles will be established prior to instruction and integrated throughout reopening scenarios:

Connection: Prior to any instruction, establish connections with students and staff in the building

Creating safety: Staff and students need to feel physically and emotionally safe to learn

Emotional Regulation: Help students develop adaptive coping skills to deal with life's challenges. Stay in the moment with a child, have them mirror the adult reactions.

Routine/Structures: Provide consistent and predictable routine. Prep and teach flexibility for when things need to change.

Administration supports the implementation of SEL/relationships before the academics are the priority (giving permission for teachers-students to take the time to build relationships and foundations for learning).

The district must respond to students from a trauma informed perspective as observed by continuing with discipline procedures that are focused on learning rather than punishment, inclusion rather than exclusion and an increase in proactively supporting the emotional and mental health needs of all students.

Families will be kept informed of resources and have a clear understanding of how to access school and community resources

Utilize the School Safety Team to connect with families needing more support on an ongoing basis

Specific Considerations

On-site

- Prior to students being on-site, provide social narratives of what to expect.
- Explicit teaching of expectations and the “why” for new protocols and procedures (age-appropriate):
 - Health services has a doc/presentation to share with students and staff on “why” from a health perspective presenting procedures/policies in kid-friendly terms being mindful of

Blended

- Classroom morning meeting/check-in with relationship focus. Time within these meetings will be given to support student relationships and connections. All students will have an opportunity to participate either via in-person or virtual.
- Hybrid of online/in person lessons created in collaboration with the building SST, school nurse and health teacher, to target NJSEL competencies.

Remote

- Virtual classroom morning meeting/check-in with relationship focus. Time within these meetings will be given to support student relationships and connections. All students will have an opportunity to participate.
- Online lessons created in collaboration with the building SST, school nurse and health teacher, to target NJSEL competencies.

	On-site	Blended	Remote
	<ul style="list-style-type: none"> • Classroom morning meeting/check-in with relationship focus. Time within these meetings will be given to support student relationships and connections. • Plan for students of how to access appropriate support staff (nurse, CST member, identified teacher, SST, etc.). • Lessons provided in collaboration with the building SST, school nurse and the health teacher to target NJSEL competencies. • Best practices of trauma informed care embedded into instruction 	<ul style="list-style-type: none"> • Best practices of trauma informed care embedded into instruction. 	<ul style="list-style-type: none"> • Monthly check-in with the students/family made by the nurse and administration beginning at the start of the school year. Throughout the school year, the frequency of these calls are adjusted based on individual family needs. • Best practices of trauma informed care embedded into instruction.

IV. Schedules

Instructional

On-site

- Must meet state requirements for student instructional minutes
- Schedules must be comprehensive K-8 to best meet the needs of families and provide consistency for families
 - Students on site with social distancing restrictions while implementing and maintaining safety precautions as listed in the plan (ie., the wearing of masks, avoid cross grouping, large gatherings in cafeteria, etc.).
- Teachers rotate classes to minimize exposure.

Blended

- Must meet state requirements for student instructional minutes
- If health/safety requirements do not allow for all students to be on site daily, an alternate schedule will be developed
- Schedules must be comprehensive K-8 to best meet the needs of families and provided consistency for families
 - M/Tue or Th/Fri attendance by last name/family based on the oldest student to provide consistency. Wednesdays are virtual to allow for intense building cleaning.
 - Teachers rotate classes to minimize exposure.

Remote

- Must meet state requirements for student instructional minutes
- Students will attend Zoom class meetings on Monday, Tuesday, Wednesday and Thursday and receive instruction in all major subject areas (ELA, mathematics, social studies and science). Special subject areas (art, music, PE and health) will be taught via Zoom on Fridays.

IV. Schedules

Janitorial	On-site	Blended	Remote
	<ul style="list-style-type: none"> • The district will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise • A schedule will be established for cleaning/disinfecting targeted areas to be cleaned and methods and materials to be used including: <ul style="list-style-type: none"> • A schedule for increased routing cleaning and disinfection • Routinely cleaning objects that are frequently touched. • 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 • Sanitize bathrooms hourly or between use as much as possible. • Appendix I 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

V. Communication with Staff, Families and Community

Date	Teacher Communication	Parent Communication
July	<p>Message to all staff to communicate the following:</p> <ul style="list-style-type: none"> • Reopening Committee formation and meeting • Copy of parent survey to be sent via Blackboard • Letter of intentions for opening for the 2020-2021 school year 	<p>Message to all families to communicate the following:</p> <ul style="list-style-type: none"> • Letter of intentions for opening for the 2020-2021 school year
Mid July	<p>Message to all staff to communicate the following:</p> <ul style="list-style-type: none"> • Meeting schedule for the Reopening Committee • Request for additional supply orders to cover items that will now be provided by the district (notebooks, writing instruments, etc.) • Identify items in classrooms to be moved to storage to allow for additional floor space. 	<p>Message to all families to communicate the following:</p> <ul style="list-style-type: none"> • Survey to families sent via Blackboard Connect asking for the following: <ul style="list-style-type: none"> • Identify who is planning to return to school in the fall given the current conditions (on-site, remote or blended). • Identify internet access • Identify family hardships • Identify those families still in need of the feeding program. • Intentions of using school busing. Letter sent to parents via mail and attached to a message using Blackboard Connect.

Early August	Teacher Communication	Parent Communication
	<p>Message to all staff to communicate the following:</p> <ul style="list-style-type: none"> • Sharing of finalized reopening plan • Safety measures and protocols in place • Reopening Committee in-person meeting opportunity. • Information to staff identified as having a higher risk For severe illness due to Covid 19 	<p>Message to all families to communicate the following:</p> <ul style="list-style-type: none"> • Letter of intentions for opening for the 2020-2021 school year • Virtual Learning Plan • Selection of Full-Time Remote Virtual Learning
Mid August	<p>Message to all staff to communicate the following:</p> <ul style="list-style-type: none"> • Back to School full day in-service moved from 9/1/2020 to 8/18/2020. • Establishment of a Pandemic Response Team to oversee the implementation of the Restart and Recovery Plan. Member will include but not be limited to the following: CSA, CST, school nurse, member of the SST, Head of Maintenance, and parent representatives. 	<p>Message to all families to communicate the following:</p> <ul style="list-style-type: none"> • Share safety measures/protocols that will be in place (highlighting items in place such as social distance signage, custodial sanitizing, Plexiglas student desk dividers, availability of hand sanitizer, arrival/dismissal procedures, any lunch adjustments and processes, etc.) • Send Blackboard Connect, post on district website and social media. • Health information from the school nurse <ul style="list-style-type: none"> • Show how to wear a mask, why, care of mask • Proper hand washing • Recruitment of parent representatives of the school Pandemic Response Team.

End of August	Teacher Communication	Parent Communication
		<p>Message to all families to communicate the following:</p> <ul style="list-style-type: none"> Letter of intentions for opening for the 2020-2021 school year
Early September	<p>Message to all staff to communicate the following:</p> <ul style="list-style-type: none"> District in-service on 9/1/2020 and 9/2/2020 	<p>Message to all families to communicate the following:</p> <ul style="list-style-type: none"> Provide specifics on the following: <ol style="list-style-type: none"> Morning drop-off Breakfast/Lunch Dismissal School Procedures Social Distancing Tech support—what this will look like OnCourse Connect information for parent portal Social Emotional needs-inform how this will be supported throughout the year—ongoing
Ongoing	<ul style="list-style-type: none"> Ongoing training and support for OnCourse, Zoom and Google Classroom 	<ul style="list-style-type: none"> Ongoing health updates and reminders SST makes weekly contact with families with higher needs

VI. Appendices