

2020-
2021

Green Township School District: Restart and Recovery Plan



Dr. Lydia E. Furnari,
Interim Superintendent

2020-2021

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Green Township School District: Restart and Recovery Plan

Date presented to the BOE and accepted: July 29, 2020

Board of Education

- Marie Bilik, Board President
- Ann Marie Cooke, Board Vice-President
- Noah Haiduc-Dale, BOE Member
- Scott Guzzo, BOE Member
- Michael Rose, BOE Member
- Matthew Fox, BOE Member
- Denise Kelly-Jones, BOE Member
- Kristin Post – BOE Member
- Robert Strasser – BOE Member

District School Re-Opening Committee:

The following groups of individuals were either directly involved with the plan's creation or were consulted prior to the presentation of the Restart and Recovery Plan on July 29, 2020:

District Crisis Response Team

- Dr. Lydia E. Furnari, Interim Superintendent
- Tina Palecek, School Business Administrator
- Jennifer Thompson, GHS Principal / School Safety Team
- Carroll Clark, CST Coordinator
- Kerry Burneyko, School Nurse / School Safety Team
- Marybeth Stiles, School Counselor – Chair, School Safety Team
- David Miller, Facilities Manager
- William Jeskey, Facilities Night Shift Supervisor
- Nancy Kaiser, Transportation Coordinator
- George Moreville, Gallagher Risk Management (advisor)

GTEA Leadership:

- Sandra Franciosi, Teacher / Co-President
- Catherine Nowaczyk, Teacher/ Co-President

Information Technology:

- Cori Harrington, Technology Coordinator
- Kyle Mirena, Technology Teacher
- Patrick Dierling, Network Administrator

School Safety Team:

- Ann Marie VanSickle, Math Coach – School Safety Team
- Kristen Waters, Literacy Coach
- John Paul Bollette - Teacher
- Michael Scott, Teacher- School Safety Team
- Debbie Ronsini, Teacher – School Safety Team
- Kim Scudieri, Teacher – School Safety Team
- Lisa Sprofera, Teacher – School Safety Team
- Lori Homentosky, Teacher – School Safety Team
- Jennifer Romano, Librarian – School Safety Team
- Alison Weatherwalks, Teacher – School Safety Team
- Linda Degraw, Paraprofessional – School Safety Team
- Dawn Geisinger, Parent – School Safety Team

District Pandemic Response Team:

District Safety Team

- Dr. Lydia E. Furnari, Interim Superintendent
- Tina Palecek, School Business Administrator
- Kerry Burneyko, School Nurse
- David Miller, Facilities Manager
- William Jeskey, Facilities Night Shift Supervisor
- George Moreville, Gallagher Risk Management (advisor)

Introduction:

On June 26, 2020, the New Jersey Department of Education released *The Road Back Restart and Recovery Plan for Education*. The document provides school districts with a framework on which to base local restart and recovery plans that comply with “anticipated minimum standards” for state-wide public health, while adhering to appropriate New Jersey State Statute and New Jersey Administrative Code. “This Restart and Recovery Plan provides educators and administrators with the information necessary to ensure that our schools reopen safely and are prepared to accommodate students’ unique needs during this unprecedented time.” – *NJ.gov/education*

The planning document lays the foundation for our work as we strive to serve students academically while attending to their health and well-being. However, as our stakeholders become familiar with our plan we anticipate that additional questions and issues will arise. We are committed to working with our school community in the coming months to ensure that our plan truly meets the needs of our students as they learn and grow.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. On July 29, 2020, the Board of Education considered Board Policy 1648 – Restart and Recovery Plan for first reading with a plan to adopt the policy on August 19, 2020 this policy includes all required elements found in the Road Back restart and Recovery Plan for Education (NJDOE, June 2020) [See Appendix C].

How to Use This Document:

Following the example set forth in the NJDOE guidance document, the Green Township Restart and Recovery Plan includes components that are either required, or are designated as considerations. All required components must be included in a school district’s plan while those for consideration are intended to allow districts to create a plan that best fits their own needs. The guidance is structured in four key areas:

1. Conditions for Learning
2. Leadership and Planning
3. Policy and Funding
4. Continuity of Learning

The Green Township School District Restart and Recovery Plan includes the following matrix that makes note of the various components (required and considerations) included in the plan under each of the four key areas:

Green Township School District
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Conditions for Learning	Leadership and Planning	Policy and Funding	Continuity of Learning
<ul style="list-style-type: none"> • Basic physical safety • Social, emotional and environmental factors • Policy for screening students and employees • Social distancing • Cleaning and disinfecting the facility • Facemask requirements • General Health and Safety Guidelines • Classrooms, Testing and Therapy Rooms • Transportation • Student Flow, Entry, Exit, and Common Areas • Screenings, PPE and Response to Students and Staff Presenting Symptoms • Contact Tracing • Facilities Cleaning Practices • Meals • Recess/Physical Education • Extracurricular Activities and use of facilities outside of school hours 	<ul style="list-style-type: none"> • Restart Committee • Pandemic Response Team • Scheduling • Staffing • Athletics 	<ul style="list-style-type: none"> • Purchasing • Use of Reserve Accounts, Transfers, and Cash flow • Costs and Contracting • Elementary and Secondary Schools • Emergency Relief Fund • Federal Emergency Management Agency – Public Assistance • State School Aid • Strauss Esmay, the District’s Policy Service is creating a single Restart and Recovery Policy to address all of the required elements. 	<ul style="list-style-type: none"> • Ensure the delivery of Special Education and related Services to students with disabilities • Technology and connectivity • Curriculum, Instruction and Assessments • Professional Learning

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Restart & Recovery Plan

<ul style="list-style-type: none"> • Social Emotional Learning (SEL) and School climate and culture • Multi-Tiered Systems of Support (MTSS) • Wraparound Supports • Food Service and Distribution • Quality Child Care 			
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Demographics

Demographic information from 2019-2020 school year

Green Hills School	Students
Total Population	410
Special Education	40 In-District 8 OOD
English Language Learners	1 OOD
School Choice	50
Free & Reduced Lunch	24
Homeless	2
Migrant	0
Pre-School	5 OOD

Essential Employees During School Closure

The following employees were considered as essential during the period of school closure that began on March 16, 2020. These employees continue to fulfill their functions, although most have returned to a full 5 day work week on site.

List of Essential Employees by Category	Role of Employee	Duties/Work Stream	How Many Essential Employees per Category	Teachers instruction hours per day via remote learning: 4
				Description
Administration	Overseeing school operations	Interacting with staff, students, and community members, handling food and other deliveries and mail.	2 administrators, CST coordinator and 4 support staff on a shared schedule	3-4 days per week approx. 5 hours per day or as needed. As of July 1, 2020 – 5 days per week on-site
Custodial/Maintenance	Cleaning of building	Cleaning, disinfecting and sanitizing the building, necessary repairs and maintenance	6 personnel on overlapping shifts	Daily approx. 6 hours As of July 1, 2020 – 5 days per week on-site
Technology	Technology support	Keeping our technology running and assisting with technology issues and breakage.	2 working onsite and/or remotely	As needed
Food Service	Meal service	Delivering meals to school	1 individual from vendor. Handled by administrative office on site.	Delivery only Service will begin at the start of the school year

Community Input

The Green Township School District conducted surveys of parents and staff in order to inform the work of sub-committees working on elements of the Restart & Recovery Plan.

The following are results of our parent survey:

****Based on the survey data, 322 or 80% of our anticipated enrollment of 400 students are represented.***

Question	Responses / Number	Responses / Percentage
Q1 Please provide your name and contact information. This information will not be shared or made public.	Responded: 212 Skipped: 2	Responded: 99% Skipped: 1%
Q2 Please indicate the number of children you have enrolled at Green Hills School by Grade.	Kindergarten – 29 1 st Grade – 44 2 nd Grade – 37 3 rd Grade – 33 4 th Grade – 28 5 th Grade – 32 6 th Grade – 44 7 th Grade – 35 8 th Grade – 40	Kindergarten – 13.26% 1 st Grade – 20.66% 2 nd Grade – 17.37% 3 rd Grade – 15.49% 4 th Grade – 13.15% 5 th Grade – 15.02% 6 th Grade – 20.66% 7 th Grade – 16.43% 8 th Grade – 18.78%
Q3 Assuming appropriate safety measures are in place, what is your comfort level with sending your child(ren) to the school building in the fall?	Very comfortable: 39 Comfortable: 46 Somewhat comfortable: 77 Not comfortable at all: 52	Very comfortable: 18.22% Comfortable: 21.50% Somewhat comfortable: 35.98% Not comfortable at all: 24.30%
Q4 Based on your level of comfort, how will your child(ren) participate in each school day?	My child will participate both on-site and remotely: 161 My child will participate only remotely: 48 My child will be withdrawn from Green Hills School and will be homeschooled: 2 My child will be attending a different school in the fall: 3	My child will participate both on-site and remotely: 75.23% My child will participate only remotely: 22.43% My child will be withdrawn from Green Hills School and will be homeschooled: 0.93% My child will be attending a different school in the fall: 1.43%

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<p>Q5 How will your child(ren) travel to and from school?</p>	<p>My child will ride the school bus to and from school (face coverings and social distancing required): 88</p> <p>I will drive my child to and from school: 88</p> <p>My child will walk to and from school: 2</p> <p>Not applicable: 36</p>	<p>My child will ride the school bus to and from school (face coverings and social distancing required): 41.12%</p> <p>I will drive my child to and from school: 41.12%</p> <p>My child will walk to and from school: 0.93%</p> <p>Not applicable: 16.82%</p>
<p>Q6 Do you need the school to provide a device for your child(ren) to use for school work and on remote learning days?</p>	<p>Yes: 139</p> <p>No: 74</p>	<p>Yes: 65.26%</p> <p>No: 34.74%</p>
<p>Q7 Which type of school structure best meets the needs of your family?</p>	<p>2 full days on-site plus 3 remote learning days each week: 74</p> <p>2 early dismissal days on-site with additional remote learning in the afternoons, plus 3 remote learning days each week: 20</p> <p>5 remote learning days each week: 48</p> <p>5 full days on-site, length of day to be determined: 71</p>	<p>2 full days on-site plus 3 remote learning days each week: 34.74%</p> <p>2 early dismissal days on-site with additional remote learning in the afternoons, plus 3 remote learning days each week: 9.39%</p> <p>5 remote learning days each week: 22.54%</p> <p>5 full days on-site, length of day to be determined: 33.33%</p>
<p>Q8 Will your child(ren) participate in our child care program before and or after school?</p>	<p>Yes: 30</p> <p>No: 184</p>	<p>Yes: 14.02%</p> <p>No: 85.98%</p>

****Additional comments/questions were raised by parents and staff (sample):**

Staff Questions	Parent Questions
<p>Some teachers must work with all students. How will that be handled within a minimal movement/socially distant environment?</p> <p>Will teachers teach remotely from the school building or from home?</p> <p>Will adults and students be required to wear face coverings?</p> <p>Will we be required to follow CDC guidelines?</p> <p>Will digital instructional and assessment materials that will support virtual instruction and learning be available?</p> <p>Will technical support for virtual learning/instruction be provided?</p> <p>Will professional development that will support virtual instruction be provided?</p> <p>Who will be checking temperatures of staff and students? Will there be a particular location for this to be done? How long will this take?</p> <p>If a student takes the bus and has a temperature upon arrival at school, will the entire bus of students be sent home?</p> <p>Will students be eating lunch in their classrooms?</p> <p>Will students and staff be required to clean items/belongings being brought into the</p>	<p>What exactly does "remote learning" mean to GHS? What does it look like in the fall? Is it what we did this past spring? Or will it be different?</p> <p>Does the school have any plans to hold classes outside, when possible?</p> <p>Will remote learning be more educational than what they did in the spring? With more zoom meetings and teachers actually teaching and helping students. Similar to what summer reading camp is?</p> <p>How will the classrooms look if the students go to school? Will there be less kids in class? Will there be desks instead of tables? Will the kids stay in the same classroom and special teachers just come to the home room class?</p> <p>How will social distancing be implemented?</p> <p>Will we "parents" be notified if a student tests positive or will be just be receiving emails all year stating " your child may have been in contact with someone who tested positive?</p> <p>If the students were to return to school for 2 days/week and 3 remote learning days, would my children be attending the same 2 days of school (3rd and 5th)?</p> <p>Will class sizes be smaller? Will the students be staying in the classroom? How will remote learning be this year? More zoom "teaching" or website teaching?</p>

<p>building from home prior to entering and/or prior to leaving the building?</p> <p>What are the notification/procedures to follow when informed about an infection occurrence in the building?</p> <p>How will students have access to classroom materials?</p> <p>Are we able to provide sound systems (mic/speaker) for classroom use so children are able to hear the muffled sound of lesson delivery due to masks?</p>	<p>I am very concerned about both the mental and physical health impacts for the children being exposed to stringent social distancing and mask wearing protocols over extended periods.</p> <p>Will they (students) be required to wear masks all day and what exactly does the social distancing look like especially in terms of little ones?</p> <p>... in the absence of full-time school, a lot of us will be turning to our retired parents for help. If a hybrid plan is used, it puts involved grandparents at a huge risk.</p>
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Green Township School District Restart & Recovery Plan Protocols

Conditions for Learning:

The Green Township School District ensures that CDC guidelines will guide our practice with regard to screening, social distancing, and the cleaning, disinfecting and sanitization of the school facility. We will work closely with transportation companies that serve the District to ensure their practices adhere to CDC guidelines. Executive Orders signed by the Governor will also inform our work. Anticipated minimum standards are as follows:

- All students, staff and visitors will be screened prior to entering the school facility. (p. 8, NJDOE)
 - Brief screening includes general health questions and external digital temperature reading
- Social distancing of 6ft. is to be maintained on all school buses, in the school building and on school grounds. Where this is not possible, additional physical or directional barriers will be utilized. (p.9, NJDOE)
 - Signage on school grounds and at school entrances
 - Directional markers in hallways, lobbies, and other areas of the school building
 - Students seated 6 feet apart or if closer, barriers will be in place
 - Students may remove face covering when at their seats but should wear face covering when moving around the classroom, or elsewhere in the school building.
- All Employees and adult visitors are required to wear face coverings unless doing so would inhibit the individual's health. (p.9, NJDOE) [See most up to date information concerning underlying health conditions on the CDC website.]
- While current NJDOE guidance indicates that students are *strongly encouraged* to wear face coverings unless doing so would inhibit the child's health. (p.9,NJDOE) [Medically fragile students with IEPs, underlying health conditions with 504 plan, others listed on CDC website.], the Green Township School District requires that all students wear face coverings unless doing so would inhibit the child's health as noted in the most up to date CDC guidelines.
- Frequent hand washing and use of alcohol-based hand sanitizer is part of the routine of the school day.

In addition to the required minimum standards, there are 10 critical areas of operation that must be addressed. The following describes protocols and procedures adopted by the Green Township School District:

General Health and Safety Guidelines

- Ongoing monitoring of cases/trends on [NJ COVID-19 Dashboard](#) and communication with local/state DOH regarding current mitigation levels in community. Continue to review all public health advisories from BioGurriell@sussex.nj.us.
- Persons at High Risk
 - The district has solicited feedback from staff/families and invited dialogue related to any concerns (health or otherwise) that would preclude them from reporting to the building daily.
 - Reasonable accommodations (virtual instruction, virtual learning, etc.) to be determined for staff/students who fit the [CDC profile](#) of being at increased risk for severe illness. Additional guidance has been requested as to the nature of “reasonable accommodations”.
- Implement CDC [Guidance for Schools and Childcare Programs](#) based on current level of community spread (as informed by Sussex DOH):
 - When there is no community transmission (preparedness phase)
 - When there is minimal to moderate community transmission
 - When there is substantial community transmission
- Follow self-quarantine requirements for staff and students traveling out of state
- Behaviors to Reduce the Spread
 - Stay home with the following symptoms (that are not otherwise explained): fever, cough, shortness of breath, chills, repeated shaking/chills, muscle pain, headache, sore throat, new loss of taste or smell, fatigue, congestion/runny nose, nausea/vomiting, diarrhea. The District will follow CDC guidelines for child-specific symptoms
 - Social Distancing
 - Maintain a distance of 6 feet between all persons whenever practicable
 - Desks spaced accordingly
 - Health office cots/chairs spaced accordingly
 - Utilize tape/painted logos on floors at 6’ intervals for ease of correct spacing
 - No large gatherings or congregation in common areas (assemblies, sports)
 - Minimize the total number of face-to-face interactions.
 - Students remain in their homeroom class for the duration of in-person instruction.
 - Early dismissal schedule minimize the time allotment for lunch and recess.
 - Teachers to give students social distance reminders “we don’t hold hands, hug or give high 5’s”
 - Hygiene
 - Hand hygiene
 - Frequent handwashing: every other period (or another agreed upon schedule), before/after eating, after using restroom, after sneezing/coughing into hands.

- Ensure automated paper towel dispensers are always operational with batteries replaced regularly
- Hand sanitizer (60% alcohol or more) to be used in situations where soap/water is not accessible.
- Avoid touching eyes, nose and mouth with unwashed hands.
- Classroom teachers incorporate [handwashing lessons and activities](#) recommended by the CDC.
- *Consider installation of hands-free faucets for bathroom sinks where feasible, particularly the Health Office.*
- Respiratory
 - Cover coughs/sneezes
 - [CDC recommends that windows be open](#) to improve ventilation; to be implemented in the absence of any safety concerns.
- Reduce non-essential visits to the Health Office
 - Encourage parents/guardians to provide their child with their own care package from home (non-medicated Chap Stick, non-prescriptive hand lotion, change of clothing, sanitary napkins, etc.)
 - Consider stocking water bottles or cups in a location other than the Health Office for students who may have forgotten to bring water from home.
- Face coverings: see p. 19 in “Screenings, PPE and Response to Students and Staff Presenting Symptoms.”
- Decommission/cover water fountains in favor of students bringing in reusable water bottles. Water bottle filling stations to remain operational (if the functionality can be divided).
- Signs and messages
 - Morning announcements giving hygiene reminders
 - Hygiene-related signs posted in classrooms, hallways, restrooms:
 - CDC [Cover Your Cough](#)
 - CDC [Handwashing Posters](#)
 - [Additional CDC print resources related to COVID-19](#)
 - Pop-up messages on district website with hygiene and prevention-related reminders.

Classrooms, Testing and Therapy Rooms

The Green Township School District will implement social distancing practices in all instructional and non-instructional spaces to the maximum extent possible.

- Students and staff will keep a six-foot distance between and among themselves.
- When this six-foot distance is not possible, physical barriers will be used.
- Staff and all visitors, except those under the age of two, will wear facecoverings while in the building unless a medical condition prohibits them from doing so.

- Students will wear a face covering unless a medical condition prohibits them from doing so. Face covering breaks at some times when students are socially distanced will be incorporated into the school day.
- Staff working closely with student will wear appropriate personal protective equipment (PPE) following CDC and Department of Health guidance.
- All materials; instructional, evaluative, and therapeutic; if shared, will be cleaned or sanitized after each use. Student will have individual instructional materials to the extent practicable.
- Heating and ventilation systems will be monitored and maintained according to manufacturers' recommendations. Re-circulated air has a fresh air component. Classrooms and offices have operating windows.
- Stations with alcohol-based hand sanitizer will be maintained in all rooms used by students and staff as well as at building entrances. Staff will supervise younger students using hand sanitizers. Primary classrooms have in-room bathrooms as well as hand-washing stations. Students are instructed in good hand-washing practices and techniques and are provided ample time to wash their hands throughout the day.
- In order to minimize the number of students in each classroom so as to support social distancing, the student population will be divided into 2 groups. Approximately half of the student body will attend on-site on Monday and Tuesday each week. Wednesday is designated as a remote learning day for all students to allow for mid-week deep cleaning of the building. The 2nd group of students will attend classes on-site on Thursday and Friday each week. Students will generally remain in their classrooms with teachers rotating as the schedule requires.

Transportation

In order to ensure that transportation services meet the requirements of CDC and standing executive orders pertaining to school transportation, the following is in place:

- All transportation contracts have been renewed for the 2020-2021
- District provided transportation will follow established routes
- Appropriate social distancing will be maintained during District provided transportation to and from the school
- Due to the design of the school schedule for on-site instruction, school buses will run at no more than 50% capacity with social distancing of at least 1 empty row between family groups of students.
- Parents/guardians will be responsible for checking each student's temperature before putting them on the bus
- Bus contractor has secured an independent contractor to sanitize buses in accordance with CDC guidelines

- Parents/guardians will have the option to waive District provided transportation and drive their student(s)
- Parents/guardians may change their student(s) mode of transportation at any time by contacting the Transportation Office at 973-300-3800 ext. 523
- Students presenting symptoms will not be permitted to take District provided transportation until cleared by a physician
- Student behavior on District provided transportation will continue to follow Green Township Board of Education policies
- Any changes in transportation schedules will be communicated as previously established be communicated to parents via the instant alert system.

Student Flow, Entry, Exit, and Common Areas

- See p. 17 “Screenings, PPE and Response to Students and Staff Presenting Symptoms” for processes of temperature taking, visual assessment and symptom verification.
- Face coverings to be required (unless contraindicated based on health or under 2 years old) in any situation where a distance of 6’ is not possible.
- Floor tape/markings may be utilized to delineate safe spacing and one-way routes in hallways where possible.
- See p. 17 “Screenings, PPE and Response to Students and Staff Presenting Symptoms” for discussion of staggered drop off locations.
- Utilize A & B cohort scheduling to minimize the total number of students in the building at one time.
- Students will spend the duration of in-person instruction in their homeroom with the same group of students to minimize commingling.
- Entry/dismissal to be staggered to control the number of students in the hallway at one time.
 - For students being driven to school, drop-off will begin at 7:50am when students will enter the building and report directly to their homeroom.
 - Drop-off will take place via the following entrances to support social distancing:
 - Grade K-2 students will enter the building via the main entrance.
 - Grade 3-5 students will enter via the gym lobby doors.
 - Grade 6-8 students will enter at the end of the middle school hallway.
 - Students who are being picked up from school will be dismissed the same way.
 - Students taking the bus will be seated by family with at least one (1) row between each student or family group of students.
- Hand sanitizer pump stations to be accessible at all school entrances.
- See “Signs and messages” on p. 13 “General Health & Safety Guidelines.”
- See “Facilities Cleaning Practices” on p. 21 for specifics on cleaning of walls and surfaces.
- Plexiglass partitions to be purchased for installation in the main office and other high traffic areas where room layout makes social distance difficult (reception desks).
- Locker Rooms to be closed

Screenings, PPE and Response to Students and Staff Presenting Symptoms

- Screening of students and employees upon arrival:
 - Temperature taking:
 - Eight infrared non-contact thermometers will be used for temperature taking daily
 - Principal assigns staff to temperature taking duty in the morning and throughout the day for visitors or traveling staff. School Nurse to train designated temperature takers.
 - School nurse will not be assigned as a temperature taker, but will be available in the Health Office for students and staff, to provide care in emergencies, and for immediate concerns that arise first thing in the morning
 - Masks must be worn at all times by temperature takers. Additionally, [CDC recommendation](#) is for temperature takers to stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks. Such barriers will be in place
 - Entrance for Students Disembarking from School Busses:
 - Students are directed to the library doors (or other designated point of entry), maintaining a 6' social distance.
 - Temperatures will be taken just inside the entryway, or in the case of inclement weather, inside the small gym (or other suitable area).
 - Areas to be marked on the ground/floor with tape/painted logo at 6 foot intervals to help maintain appropriate distance.
 - Students with elevated temperatures will be directed to the Health Office (with a written pass) for further assessment by the School Nurse.
 - Parent/guardian called for immediate pick up if temperature is elevated above set parameters (100.4 degrees F). Parents are required to update contact information, emergency contacts and alternate adults who may be able to pick up their child in order to ensure timely pick up
 - Entrance for Students Disembarking from Parent Vehicles:
 - Students will remain in their car with the window down to enable temperature taking.
 - Staff will direct students to approach designated entrance door for temperature screening. If student is cleared to enter, parent may drive vehicle from school grounds
 - If a child's temperature is elevated, parent will park in designated "holding area" for recheck prior to parent departure.

- Staff arriving before students must report to Main Office for temperature check by the staff member designated by the Principal. Traveling/PM staff must use main entrance and report to designated area for temperature taking.
- Temp takers to have log sheets for documenting any elevated temperatures or other observable COVID-19 symptoms.
- Visual Assessment: Students who are displaying noticeable symptoms (shortness of breath, cough, chills/shaking, excessive drowsiness, flushed face) on entry will be referred (with a written pass) to the School Nurse.
- Visual Assessment: Staff members displaying noticeable symptoms will notify the main office and will report to the School Nurse's Office.
- Symptom verification: staff/substitutes/parents will be instructed to perform daily (or as directed) a self-assessment checklist (via Google Survey or a phone app) to check for symptoms prior to leaving home for school.
- Personal Protective Equipment
 - Masks
 - 20 N95 masks (FDA rated) and 50 3-ply masks were ordered for the Health Office
 - 2,500 3-ply masks were ordered for the use of staff and students who may need a replacement on any given day.
 - Additional masks to be ordered as needed
 - Gowns: 50 ordered for the Health Office
 - Gloves: 4,500 ordered for the Health Office
 - Special consideration/allocation of PPE to school nurses, custodians, and select special education teachers & paraprofessionals who will be in close contact with students and/or handle waste materials as per most recent DOH guidance.
- Isolation Room: persons presenting with COVID-19 related symptoms will be isolated in the designated area after an assessment by the School Nurse. Isolation area to be outfitted with UVC light disinfection system. Confirmation needed of proper ventilation system/negative pressure environment with door closed.
- Notification: When the district knows a COVID-19 positive person has been inside the building, the School Nurse will notify Sussex County Department of Health and the district will follow the contact tracing policies and protocols (see p. 21).
- Protocols for COVID-19-positive persons and symptomatic persons pending clarification and guidance from NJ and Sussex DOH. Areas of consideration:
 - Isolation space has been established inside the Health Office. An interior window to the room enables the School Nurse to maintain supervision and care until person is picked up. The Isolation area is separated from the general Health Office by approved barriers
 - COVID-19 illness reporting to the Sussex County DOH as per guidelines.
 - Record keeping in Realtime and Pick Up Patrol of student groups/cohorts, assigned staff and daily attendance to assist in any contact tracing.
 - Symptom monitoring at least once at start of day

- Exclusion of students/staff who test positive for COVID or exhibit 1 or more of the following symptoms of COVID-19 that is not otherwise explained: Fever 100.4 or greater, cough, shortness of breath, chills, repeated shaking/chills, muscle pain, headache, sore throat, new loss of taste or smell, fatigue, congestion/runny nose, nausea/vomiting, diarrhea.
- Re-admittance policy to be based on [CDC guidance](#) and in coordination with any relevant [NJDOH guidance for schools](#).
- Dry run of screening protocol to take place during the two professional development days preceding the start of the school year.
- Parent education on signs/symptoms of illness and when to keep children home.
- Face Coverings
 - Staff/Visitors: Required for all staff and visitors unless contraindicated based on health (or under 2 years old); entry to the building may be denied.
 - Students: Face coverings for students is required, except when contraindicated based on health, extreme heat, IEP precludes it, or under 2 years old. In any situations in which social distancing *cannot be maintained*, face coverings will be required (except for the reasons just listed). Other accommodations to be explored according to individual student need and relevant laws/regulations.
 - Community education/reinforcement of use of face coverings
 - CDC: [Considerations for Wearing Cloth Face Coverings](#)
 - NJDOH: [Should I Wear a Mask to Stop the Spread of COVID?](#)

Contact Tracing

- School nurse provides administrators, school safety specialists, counselors, staff and school community with information and education regarding the importance of contact tracing in maintaining school safety and mitigating the spread of COVID-19.
 - [What is Contact Tracing? NJ DOH FAQ](#)
 - [CDC's Contact Tracing for COVID](#)
 - [CDC's Investigating a COVID-19 Case](#)
- School Safety Specialist completes the NJDOE recommended [COVID-19 contact tracing course](#) offered by Johns Hopkins University, in accordance with NJSA 18A:17-43.2.
- School nurse collaborates with Sussex Department of Health (DOH) to initiate contact tracing, disclosing only necessary student “personally identifiable information” (PPI) under the [health/safety emergency exception](#) to FERPA’s usual consent requirement.
- Develop a Green Township School District contact tracing policy:
 - Sussex County DOH to develop county-wide contact tracing policies/procedures.
 - Considerations to include:
 - Notification:
 - School Nurse to liaise with DOH re: new or suspected cases.
 - Administration to notify staff, families and community after School Nurse obtains DOH recommendation.

- Assistance by school district to DOH to be determined. (education, follow up, monitoring).
- Designated school staff participating in contact tracing will be educated in school policy/procedure and will complete [Johns Hopkins contact tracing course](#).
- Privacy and confidentiality will be safeguarded under the direction of FERPA, and notifications to staff/school community will not include any PPI.
- Clear delineation of responsibilities, so as to avoid delays in execution of the policy. Template:
 - School Nurse notifies administration and DOH
 - Administration solicits names of close contacts in school and locations within the school building where contact was made. *Current protocol indicates the timeframe to be considered is within 48 hours preceding the onset of symptoms.* Teachers will be important sources of information in the case of a suspected student.
 - Names
 - Dates of interactions
 - Time-frames
 - Spaces occupied within the building
 - School Nurse advises suspected individual of next steps to expect from DOH.
 - School Nurse advises close contacts (or their parents) of their possible exposure and the next steps they can expect from the DOH. Sussex DOH currently basing guidance on [NJDOH COVID-19 Guidance for Reopening Childcare](#) and [NJDOH Timeframe for Self-Isolation/Quarantine based on Testing Result](#). Consider phone, email, or instant alert notification depending on number of close contacts.
 - Administration notifies the head of facilities of a suspected case and the locations occupied within the building. Facilities initiates their [CDC cleaning protocols](#).
 - Building closure timeline in coordination with DOH recommendation at the time of any instance
 - Administration notification of staff/community in coordination with DOH recommendation.
- Staff, students and families are required to report any symptoms or suspected exposure to the School Nurse as soon as possible. A dedicated voicemail box and email address at which symptoms or suspected exposure can be reported will be monitored by the School Nurse, to eliminate any delays in notification.

School Safety & Security Drills

- Emergency drills will be held in accordance with fire safety and security regulations utilizing recently approved modifications to maintain social distancing as required by the New Jersey Department of Education Office of School Preparedness and Emergency Planning
- The Green Township School Safety and Security Plan remains in place inclusive of the above noted modifications, and continues to include all mechanisms used to communicate emergencies.
- Staff training inclusive of new procedural requirements will be provided as required

Facilities Cleaning Practices

Routine Cleaning:

Soiled and frequently touched surfaces can be reservoirs for pathogens, resulting in a continued transmission to people. Therefore, for pathogenic microorganisms that can transmit disease through indirect contact (transmission through contaminated surfaces), extra attention must be paid to surfaces that are touched most often by different individuals. As part of standard infection control practices, routine cleaning will be continued.

Routine cleaning includes

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails, doorknobs/breaker bars.
- Dust- and wet-mopping or auto-scrubbing floors.
- Vacuuming of entryways and other carpeted areas.
- Removing trash.
- Cleaning restrooms.
- Wiping heat and air conditioner vents, maintain filters.
- Spot cleaning walls.
- Spot cleaning carpets.
- Dusting horizontal surfaces and light fixtures
- Cleaning spills.

Cleaning and Disinfection:

Cleaning removes germs, dirt and impurities from surfaces or objects, while disinfecting kills germs on surfaces or objects. Always clean surfaces prior to use of disinfectants in order to reduce soil and remove germs. Cleaning of soiled areas must be completed prior to disinfection to ensure the effectiveness of the disinfectant product. Combination products may be utilized. Product labels will be followed for mixing ratios and dwell time (15 minutes for most solutions) for disinfecting.

Cleaning and Disinfection methods:

Include the use of the following

- Eco hydrogen peroxide solution

Green Township School District
Restart & Recovery Plan

- Eco disinfectant solution
- Critical care solution
- Microfiber cloths
- Area fogger with Purox solution
- UV-C technology, wands, lights (nurse's office)

Target areas that need to be specifically disinfected

- ❖ Surfaces to remain wet with solution for 15 minutes.

1. Classrooms:

- a. Doorknobs or handles
- b. Light switches and cover plates
- c. Desks, tables and chairs
- d. Counter tops
- e. Telephones
- f. Shared keyboards, tablets
- g. Other commonly touched items identified

2. Restrooms:

- a. Doorknobs or handles
- b. Light switches and cover plates
- c. Paper towel dispenser knobs or handles
- d. Faucet handles
- e. Toilet and urinal flush levers
- f. Toilet seats
- g. Toilet and urinal partitions, doors (including knobs, levers or slides)
- h. Other items identified locally

3. Lunchroom:

- a. Refrigerator door handles
- b. Microwave door handles and buttons/keypads
- c. Table tops
- d. Doorknobs or handles
- e. Light switches and cover plates
- f. Table partitions
- g. Drinking fountain

4. Classroom and office space:

- a. Doorknobs or handles
- b. Light switches and cover plates
- c. Telephones
- d. Other commonly touched items identified
- e. Shared equipment

5. Health Office

- a. Clean and disinfect health cots regularly (after each student use)
- b. Doorknobs, light switches

6. Gymnasium

- a. Light panel

- b. Doorknobs
- c. Equipment used by students
- 7. Locker room:
 - a. Doorknobs or handles
 - b. Light switches and cover plates
 - c. Benches
- 8. Other locations:
 - a. Entry call buttons
 - b. Breaker bars
 - c. Stairway handrails, doorknobs, light switches
 - d. Hallway doorknobs, handles, drinking fountain faucets
 - e. Vehicles' steering wheels, door handles, shift knobs, dashboard controls

Meals

- The District will continue to adhere to all requirements of the Department of Agriculture
- The following Green Township School District policies are in force:
 - [8500 – Food Services](#)
 - [8505 – Wellness Policy/Nutrient Standards for Meals and Other Food](#)
 - [8540 – Free and Reduced Rate Meals](#)
 - [8506 – School Lunch Program Bio-security Plan](#)

Recess/Physical Education

Recess

Homeroom teachers in Grades K-5 will provide students with brief recess time that is not in correlation with a lunch period when practicable.

- Playground equipment will not be accessible
- Recess schedule will be established prior to the first day of school
- Blacktop will be marked off to create boundaries to allow classes to remain socially distant
- Masks must be worn by staff and students when social distancing is not possible
- Students must wash their hands after recess before reentering their classrooms
- When recess must take place indoors due to inclement weather, students will remain in their assigned classrooms. Face coverings are required as stated on p. 14.

- Students in grades 6-8 will not have recess.

Physical Education

- Minimal equipment to be used during class
- Equipment used will be of a material that can be wiped down after use (plastic)
- Students must wash hands before using any equipment and again before returning to their classroom
- All equipment used during Physical Education classes shall be sanitized after each class
- Students will maintain social distancing throughout class, or wear masks when social distancing is not possible
- Classes will be staggered in such a way as to allow for proper sanitation
- The District may consider implementing virtual learning for physical education with a combination of asynchronous and synchronous learning greatly reducing exposure from possible risks through closer contact with peers in class and while travelling to physical education instruction area (gymnasium or field)

Extracurricular Activities and Use of Facilities Outside of School Hours

- Use of outside equipment is not permitted
- Use of facility by non-school or community groups will be restricted. In the event that non-school or community groups receive permission to utilize facilities outside of school hours, these organizations are required to implement all District health and safety protocols. The process will be strictly monitored for compliance
- The Green Township School District will adhere to all Executive Orders and CDC Guidelines in place at the time of any request for facilities use.

Academic, Social and Behavioral Supports

Educator Well-Being

The Green Township School District provides several resources to staff to encourage and support self-care, resilience and stress management.

- District policies are in place to protect staff, and secure services for staff including health benefits. (Policy 3420/4420)

- Staff health benefits plan provides emotional support resources including access to on-demand coping tools and peer support.
- The District has established protocols for the cleaning, disinfection and sanitization which meet or exceed recommendations of the CDC for school facilities.
- The District has established protocols on social distancing and hygiene. (see p. 15)
- The District provides personal protective equipment (masks, gloves, etc.) to staff.
- Online professional development courses are provided through SAIF Schools on topics related to a healthy, safe, responsive workplace.
- The district works closely with Gallagher Risk Management to ensure that policies and procedures are implemented to ensure the safety of all. The District Safety Team meets quarterly with our risk manager to analyze data and make informed decisions.
- Visitors & Vendors will be limited to a single entrance, isolated from contact with students and or employees, and must comply with all social distancing and hygiene responsibilities.

Trauma-Informed Social and Emotional Learning

Improve partnerships with families and community organizations in order to deepen relationships and plan for SEL:

- Incorporate personalized outreach efforts on various SEL topics via virtual events, social media, school website, PTA engagements, and virtual office hours in order to connect with families.
- Communicate biweekly with families to provide information regarding mental health resources, social-emotional learning in the school and home environment, and resources to reinforce SEL at home.
- Share [resources](#) highlighting the importance of SEL.

SEL in the classroom:

- Implement new SEL curriculum ([Second Step](#)) for grades K - 8 to be utilized in the classroom as well as in a virtual environment.
- Collaborate with teachers to embed SEL into appropriate existing academic curriculum.
- Curriculum includes a family resource component to be sent home regularly.

Assessing risk, stress, and trauma:

- Classroom teachers will establish a regular practice of checking in with students each morning to see how they are feeling.
- Reach out to families to encourage them to communicate any concerns they may have about their child.
- Establish specific protocols to clarify how and under what circumstances teachers will notify the appropriate contact when a student appears to be in distress. Teachers will be trained on the protocols and procedures prior to school reopening.

Trauma informed classrooms:

- Teachers will be given [professional development opportunities](#) focused on trauma-informed teaching prior to school reopening.
- Teachers will be provided learning opportunities to help them [identify signs](#) of childhood trauma.

Foster a culture of self-care with staff:

- Encourage all staff members to [assess their self-care needs](#).
- Share self-care resources with faculty and staff.
 - [Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic](#)
 - [Educator Resilience and Trauma-Informed Self Care](#)
- Integrate [SEL practices](#) into staff meetings.
- Provide [resources](#) to help build resilience for teachers and staff.

School Climate and Culture

The Green Township School District has a school level Climate and Culture Committee in place that collaborates with the Administration and the Green Township Board of Education. Extensive work has been done in this area. A survey of staff was conducted prior to the creation of the committee and was conducted again in order to determine growth. A District Satisfaction Survey was conducted as well as student climate and culture surveys. These data continue to inform the work of the District. Several action steps related to the goal of improvement of School Climate and Culture:

- BOE/Administration/Staff committee work
- Surveys of stakeholders

- Programs, workshops and messaging for students, staff and parents regarding health, social-emotional learning, and well-being topics
- Collaborative work to create the Green Township School District Comprehensive Equity Plan
- Information helpful to stakeholders located on the District website
- [School Climate Strategy Research Guide](#)

Utilizing the Strengths of Staff

The Green Township School District recognizes the importance of the roles of administrators and staff in ensuring that the social-emotional and mental well-being of members of the school community are appropriately addressed. Therefore:

- Administrators will:
 - Utilize newsletters, the school website, and/or social media to continually communicate with families and staff about the application and importance of SEL.
 - Evaluate staff capacity and student needs when determining essential personnel for next school year.
 - Facilitate and/or host opportunities for students, staff, and families to connect and reflect.
 - Evaluate school policies and protocols to ensure systems are in place to support students' social-emotional needs. Establish the vision of making sure all students have at least 1 caring staff member checking in on them.
 - Prioritize needed professional development for staff.
 - Collaborate with outside entities and agencies in order to establish partnerships to provide mental health and trauma supports to adults and students.
 - Create opportunities for staff to regularly practice and reflect on their social and emotional competencies. Establish the expectation that all school staff should work to support students to do the same.
 - Provide school staff with training and support on facilitating difficult conversations and then empower them to engage students in these dialogues.
 - Ensure that systems are set-up to identify staff or students that may be struggling and best support their needs.
- Teachers will:
 - Embed SEL skills and strategies in remote learning with students.
 - Provide students with opportunities to connect with other students (within learning and socially).

- Be aware of any changes in student behavior and report concerns pursuant to district policy.
- Attend professional development to enhance skills and share strategies you have found to be successful with colleagues.
- Continue to acquire resources/strategies which you may utilize to build strong, positive relationships in your class.
- Familiarize yourself with any resources shared by school leaders or counselors to support students' social-emotional needs in the school and community.
- Utilize instructional strategies to continually promote the development of students' social and emotional competencies.
- Facilitate difficult conversations with students.
- Apply the school's protocol for identifying students who may be struggling and implement strategies recommended by the school counselor or other professionals.
- Student Support Services Personnel will:
 - Provide school leaders and teachers with resources on SEL and trauma.
 - Connect with students and families to provide any needed supports.
 - Provide professional development to colleagues on areas of expertise and attend professional development to obtain greater understanding.
 - Support school leaders in establishing protocols for identifying and supporting students' social-emotional needs and provide training to school staff on utilizing protocols.
 - Take on a leadership role in supporting student-staff relationships and connections.
 - Support students and families with accessing school and community supports and develop materials to communicate these services.
 - Utilize strategies to promote the continual development of staff and student social and emotional competencies
 - Provide support to teachers as they work to increase the social and emotional competencies of students.
 - Support teachers in having difficult conversations with students and provide assistance to students as needed.
 - Continually evaluate the systems to identify staff and student needs and make adjustments to best support the school community and individuals.

Multi-Tiered System of Support

Teachers will assess to determine gaps in learning that need to be scaffolded while teaching grade level content. During this process, teachers will also observe and evaluate students who may need additional support as per the Response to Intervention (RTI) framework.

Recommendations:

Universal screening

- ✓ Develop a Benchmark Assessment Schedule and communicate it to teachers.
 - (Coaches, Principal, teachers)
- ✓ Create an “intake” form to begin RTI process from teacher or parent
 - Sample from Mount Olive School District_
https://docs.google.com/forms/d/e/1FAIpQLSdgkSjRitmWGDACxN7q6uyQ_VhwzpFpcv7AXjaTKZ08xT0sNg/viewform
 - Language Arts:
 - In-person 5-8: iReady will be administered to all students.
 - In-person K-4: DRA3 administered to students in grades K-4 by classroom teachers.
 - Not including current RTI students (2019-2020 school year).
 - RTI students administered the F&P Benchmark assessment by interventionists (based upon previous benchmark results in March)
 - Students who score two grade levels or more will be administered further diagnostic assessments.
 - Concerns: DRA3 time consuming- too much time assessing, especially if students are only in school for a full day worth. Average testing time per student is 25 minutes.
 - Remote: iReady administered to students in grades 1-8.
 - Students in Kindergarten will be assessed using teacher created assessments, observation, surveys, and anecdotal records.
 - Concerns: parents will need to be involved and aware that students are to try their best and not provide them answers. Training will need to be administered to staff and parents on how to administer remotely.
 - Do teachers need to be trained on recording multiple forms of data into Realtime or will Literacy Coach input data?
 - Math:
 - iReady - (Gr 1-8)
 - Study Island (Gr 3-8)
 - Currently do not have a Tier 3 math program, so we are focusing on building up the Tier 1 & 2 (small group) instructional strategies.
 - Develop Tier 2 protocols for teachers regarding communication, data monitoring, etc.

- Continue professional development training for staff. (Teachers were trained on Tier 1 & 2 strategies in June and will be trained on guided math strategies in August)
- Math Coach will train teachers who were not able to attend the June and/or August training. Recommend utilizing Wednesdays for training.
- ✓ Collaborative problem-solving teams
 - Language Arts:
 - Literacy Coach, teachers, and interventionists meet frequently to discuss student concerns, strengths, and weaknesses, as well as intervention plans and instructional strategies and monitoring.
 - Literacy Coach and interventionists meet monthly to discuss RTI student progress and data.
 - Professional development will be administered on an ongoing basis.
 - Math:
 - Math Coach, teachers and paras meet frequently to discuss student concerns, strengths and weaknesses, as well as develop intervention plans, instructional strategies and monitoring.
- ✓ Family engagement
 - Language Arts:
 - Determine roles and responsibilities of interventionists and classroom teachers in communicating information to parents to reduce confusion and maintain a consistent system of communication across grade levels.
 - Administer parent surveys to determine needs, feedback, and input regarding MTSS.
 - Host two *Title 1* nights to provide families information and resources. One in the fall and one in the spring (if virtual-the meeting will be remote).
 - Provide parents online resources and other resources from Fountas Pinnell on how to continue engagement and participation from home while utilizing our LLI and FPC systems.
 - Math:
 - Protocols need to be developed for family communication.
- ✓ Data based decision making to include progress monitoring.
 - Language Arts:
 - Data decision making
 - Interventionist or Literacy Coach administers a diagnostic assessment to students who score two grade levels or below to determine RTI eligibility.
 - Diagnostic assessments will consist of: Phonics screener, phonemic awareness skills test or assessment (PAST or PASS)

- RTI team meets to discuss eligibility and assessment results before forming or modifying their groups.
- Progress monitoring
 - Use F&P running records and anecdotal records (teacher observation and records) during small groups to progress monitor RTI program students.
 - Concern: this will be difficult to progress monitor this way remotely. Training needed for Interventionists from the literacy coach and F&P on best practices for assessing students remotely.
- Math
 - Data-decision making
 - Formative assessments need to be designed to determine student progress on Tier 2 skills using IXL or another program.
Math Coach, teachers and paras need to be trained on using the system of formative assessments and monitoring progress.
 - Visit Frankford Township schools for more information on their system.
 - Progress monitoring
 - Teachers need some form of assessment and data tracking system to monitor student progress.

Wraparound Supports

Mental Health Supports

- Consider utilizing a mental health needs assessment tool - [SHAPE](#) System.
- School Psychologist, School Counselor and Social Worker to continue to provide for support for students in need.
- Provide access to resources to self-care, self-help, parent supports, and psychoeducational information including, but not limited to:
 - [MorrisSussex Resources](#) - Professional Services/Wrap Around
 - [Mental Health Resources for Kids, Teens, and Families](#)
 - [Information](#) regarding how to identify when a student may be struggling with a mental health issue.
- Collaborate with [Perform Care](#), [Caring Partners](#), [Center for Evaluation and Counseling](#), [Family Partners](#) and the [Center for Prevention](#) to better support families who may be receiving or in need of additional supports outside of school.

Primary Health and Dental Care

- Plan to coordinate referrals to government agencies such as the NJ Department of Children and Families and the Department of Human Services as well as local community health care providers.
- School Nurse will continue to work with the Sussex DOH to ensure student immunizations requirements are met.
- Administer screening questionnaires to better identify students who may have outstanding health or dental needs secondary to the limitations of the pandemic.
- Maintain and regularly update lists of resources for families seeking access to healthcare programs such as [NJ Family Care](#), [NJHelps](#), [Federally Qualifying Health Clinics](#), [dental clinics](#), and [Give Kids a Smile](#).

Family Engagement

- Administer a survey to parents to assess the needs and opinions of families during the reopening phase.
- Communicate plans in writing, in multiple languages based on your district's demographics outlining your plans for the upcoming academic year, including your expectations for students and families.
- Continue the Weekend Bag Program for families in need of food resources.
- Maintain and update information about resources for economically disadvantaged families such as [Family Success Center](#) through Project Self Sufficiency, [ALICE Recovery Fund through The United Way](#), [NJSNAP](#), [Sussex County Food Pantries](#) and [NJ211](#)

Academic Enrichment/Expanded After-School Learning

- Continue to provide after-school enrichment opportunities in small groups for students in need of additional academic support.

Mentoring

- Continue Middle School Mentors (of [Peer-to-Peer](#)), modified to a virtual context if most appropriate.
- Consider any virtual opportunities that may be available from [Big Brothers Big Sisters of New Jersey](#).
- Focus any mentorship efforts around psychosocial/emotional support related to coping with the pandemic.

Food Service and Distribution

- The Green Township School District will continue to provide lunch to its students, Monday thru Friday
- Tuesdays students will receive a second lunch to take home for Wednesday
- Appropriate social distancing will be maintained whenever students are receiving food items
- Meals will be pre-packaged grab-and-go and contain all components required by the NJ Department of Agriculture
- Pre-packaged ala carte items will be available for purchase
- Students will be encouraged to prepay for meals to reduce the exchange of money from students to food service handlers
- Food service providers will wear appropriate personal protection equipment

**See Meals p.25*

Quality Child Care

The Green Township School District Child Care program will be available before and after school as previously designed with the following considerations due to the current health emergency:

- Students will have their temperature checked before entering child care each morning
- Students will wear face masks unless a health condition as outlined on p. 15 is documented
- Appropriate social distancing will be maintained at all times
- Playground equipment will not be use (see p. 25)
- Social emotional support will be provided by district staff to promote the well-being of students
- The School Nurse will be available until 3:00pm daily. Parents will be notified by Child Care staff if a health issue arises after 3:00pm
- Child Care staff will follow all health and sanitization protocols adopted by the Green Township School District and outlined in this plan
- Authorized individuals picking up a student after school hours will remain outside of the facility and Child Care staff will release a child directly to that authorized adult.

Leadership and Planning

The Green Township School District ensures that the physical plant is maintained, cleaned, disinfected and sanitized as required. Additionally, school access procedures and appropriate signage are in place to support the expectations presented in the plan. The District Crisis Response Team serves as the required Pandemic Response Team. The School Reopening Committee, listed on pages 2-3 of this plan document is widely representative of our school community. The District Communications Plan is in place and is inclusive of the following modes of communication:


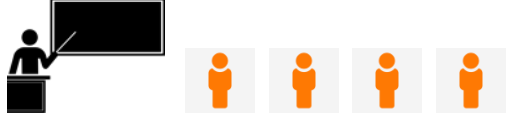



- Information is disseminated to families through the Honeywell Alert System, District e-blasts, District website, GHS Facebook and GHS Twitter.
- Families were alerted to the planned delayed opening day as well as provided access to the Digital Access Survey on March 10, 2020.
- Information is also disseminated regarding best practices for healthy interactions as well as updates from the Department of Health as they relate to schools through our School Nurse's Office.
- Information will continue to be disseminated to families through the Honeywell Alert System, district website, and social media (Facebook and Twitter). Following current recommended health protocols, school and district offices will be staffed only by essential employees for critical needs.

Scheduling:

The Green Township School District will incorporate a Cohort Model to provide on-site instruction to students:

- Students are divided into 2 groups (Group A and Group B)
- Students in the same family will attend school on the same days
- Group A attends on-site instruction on Monday and Tuesday of each week
- Group B attends on-site instruction on Thursday and Friday of each week
- All students learn remotely on Wednesday during which time a deep cleaning of the school building will occur between groups
- Students will engage in remote learning when their group is not on-site



Monday & Tuesday	Thursday & Friday
 <p>Group A has in-person instruction</p>	 <p>Group B has in-person instruction</p>
 <p>Group B has asynchronous and project-based instruction, and contact with teacher during office hours and small group in the afternoon</p>	 <p>Group A has asynchronous and project-based instruction, and contact with teacher during office hours and small group in the afternoon</p>
<h3>Wednesday</h3>	
 <p>Groups A and B have remote learning including synchronous interaction with their teacher(s)</p>	

**On June 24, 2020, NJDOE requiring published instructions to school districts, requiring that any school reopening plan address parental requests for fully remote learning. An assurance that these students will receive the same scope of instruction and appropriate educational services is required. The Green Township School District will create a process for parental requests for fully remote instruction. Data must be collected and will be reported to NJDOE as directed.*

Staffing:

- The Green Township 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.
- 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.
- The New Jersey Department of Education has provided flexibility for implementation of the following regulatory requirements during the public health emergency.
 - Mentoring – Requirements and flexibilities for non-tenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teacher’s individual needs.
 - Educational Evaluation – Guidance concerning flexibilities and requirements for the educator evaluation process necessitated by the state mandated school closure caused by COVID-19.
 - Certification – Guidance regarding flexibilities with regard to candidates for certification.
- Additional Resources are available for districts to inform the work:
 - [Considerations for Schools \(CDC\)](#)
 - [Maintaining Wellness for Teachers and Staff During Remote Learning](#)
 - [National Standards for Quality Online Learning](#)
 - [NJ Professional Standards for Teachers and Leaders N.J.A.C. 6A:9](#)

Educator Roles Related to School Technology Needs

The Green Township School District will implement the following in accordance with guidelines “to ensure all staff supporting virtual learning are prepared to provide or support instruction on day one”(p.58).

A system of support for Chromebook functionality will be clearly defined and communicated to parents, students and staff members.

During remote learning that took place during the spring, parents and students reached out to a variety of different teachers and/or the technology coordinator when there was an issue with the functioning of the student's Chromebook, including breakage, poor functionality, loss, etc. Having multiple people as points of contacts with Chromebook issues delays the process in getting the student a working computer. *This does not include subscriptions or paid online services. Therefore:*

1. All student issues regarding functionality (not including online subscriptions), breakage, loss, camera, audio or other such concerns are directed to the Technology Coordinator. This will allow the Technology Coordinator the ability to streamline and track all Chromebook issues and concerns, as well as remedy the concerns in an efficient manner.
2. If teachers are contacted regarding a Chromebook functionality issue, they should direct the parent to the Technology Coordinator by forwarding the email to the Technology Coordinator, copying the parent, so that they are aware that their concern has been properly directed.
3. The Technology Coordinator will respond to the parent directly within a reasonable amount of time in order to address the student issue as quickly as possible to reduce stress in the home.
4. Technology information will appear on the district website, parent newsletters and in faculty communications that includes contact information for the Technology Coordinator

Online subscription support needs to be clearly defined and communicated to parents, students and staff members.

Our students use a variety of online subscriptions to support their learning. Many of these programs require student login and password information. If a student forgets how to login when in school, the teacher or instructional coach is often quickly able to support the student. However, during remote learning, parents are often charged with trying to help their child with login issues to the various programs. Although use of a consistent login and password system is recommended, that system is not always available depending on the program. When logins fail, especially with the younger students, it can be a stressful situation in the home. Therefore:

1. The Technology Coordinator has recommended a single sign-on system; "Clever", that should alleviate the need for the use of multiple logins for our subscription services. This service is free for schools and is compatible with the District's Student Information System; RealTime. A list will be compiled of subscriptions and a determination will be made to identify which subscription services align with the Clever login.
2. Any subscriptions that are not compatible with Clever, will be noted and otherwise streamlined.
3. A one page document that provides student login information across programs used in their grade level will be provided to parents and will be posted for parent

convenience. Any specific questions should be directed to the Technology Coordinator as noted above.

4. The District will provide staff, students and parents contact information for support on the programs being used if the classroom teacher cannot assist a parent with any issues. These lists need to be clarified but the general breakdown will be:
 - ✓ Math Coach: Math & Assessment subscriptions
 - ✓ Literacy Coach: ILA subscriptions
 - ✓ Technology Coordinator: GoGuardian, Discovery
 - ✓ Librarian: Library subscriptions
 - ✓ Content Area Teachers: Login information relevant to digital textbooks, like SS, Science or Algebra I.

Utilize Google Classroom as a consistent assignment management system and provide training to teachers on “All Things Google”.

Green Hills is a Google Apps for Education district and teachers utilize many Google apps for instructional purposes, including Google Classroom, Docs, Sheets, Forms & Slides. During remote instruction, teachers in grades K-2 used Classroom Dojo while teachers in grades 3-8 used Google classroom for student assignment management and communication. One concern raised by some parents was that it would be easier to have a consistent system across the grade levels for locating and turning assignments. Therefore:

1. Teachers utilize their teacher Google Site for housing resources for parents to access.
 - a) The Technology Corrdinator trained teachers during the 2019-2020 school year on how to create and maintain these sites.
 - b) Teachers will house things like their “Virtual Classroom”, videos, assignments, class announcements, information, etc.
2. All grades 3-8 use Google classroom as a platform for providing assignment information to students. Students in Grades K-2 will use Class Dojo.

Road to Recovery: “Learning platforms – schools and districts should consider piloting software applications or Web-based technology that will be used to plan, implement lessons, and assess efficacy throughout the learning process. The platforms and systems should be user-friendly (for teachers, students, parents, etc.) and provide instructors with the ability to create and deliver content, monitor student participation, assess student performance, and provide timely feedback. In the event that remote learning must continue, these platforms can assist districts in delivering instruction to students as efficiently and effectively as possible.”

 - a) Training will be provided on “All Things Google” to help teachers create consistent classwork pages in Classroom so parents can locate assignments more easily.
 - b) Teachers should use Classroom to link parents directly with any online sites, including their teacher Google site, videos from youtube, documents or pdfs, and so much more.

- c) Students turn in assignments and can receive teacher feedback through the Google platform.
 - d) Teachers shall communicate with all students or individual students as needed.
 - e) Additionally, several concerns were raised about the variety of methods of communication with parents. The District is working on streamlining this process.
3. The District will provide training to parents how assignments can be located and how to expect communications from teachers regarding other classroom activities. A Google site called Remote Learning Resources will be made available. This site can be used to house video training and information like this for parents.
4. Paraprofessionals assigned to classrooms to support students must be “in” each Classroom that their student is in and listed as an additional teacher in order to have access to assignments and student work. This will allow the paraprofessional to help their students during remote and/or class instruction.

Support teachers in creating instructional videos for synchronous instruction.

When teachers cannot provide in-person or synchronous instruction, they may need to curate or create instructional videos to support student learning. Green purchases licenses for a program called WeVideo, which allows teachers to create their own videos. Training will be provided to teachers in the use of this program. The District is considering the inclusion of use of a flipped classroom approach including the possibility of recording live lessons for use of students learning remotely.

Provide training on a variety of best practices in teaching with remote instruction.

Parents, students and teachers need ongoing professional development and support on best practices related to helping students achieve during remote instruction. Therefore:

1. Coaches and teachers who have strong knowledge of particular instructional practices or techniques will provide professional development opportunities before school begins and then on a consistent basis on professional development days or other identified time. *See Professional Learning for more information.* Training may include but is not limited to:
 - ✓ Assessment practices and resources that allow teachers to gauge student learning.
 - ✓ Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (K-12).
 - ✓ Optimally utilizing subscriptions and other classroom resources.
 - ✓ Using Zoom or Hangouts to run a synchronous class session (especially if we have to switch to all remote learning).
 - ✓ Using Zoom to create collaborative activities for students using breakout rooms.
 - ✓ Creating activities that are off-line to limit screen time for students.

- ✓ Best practice and guidance from the American Academy of Pediatrics is to limit screen time for PK-2 students. 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.
- ✓ Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- ✓ Provide follow-up sessions for groups of teachers to meet and discuss strategies that are successful or not and to engage in a professional learning community to improve instructional practices.
- ✓ Student teachers will attend training sessions and be listed as a teacher on Google classroom sites to access and assign work to students.

2. District personnel can support parents by holding virtual **Parent Academies** to share ways that parents can support their students at home (academically, socially-emotional, wellness etc.) These sessions can be recorded and placed on the Remote Instruction Site.

Recommended topics include but are not limited to:

- ✓ Addressing student trauma, social emotional learning, digital citizenship and supporting parents as “home” teachers.
- ✓ Digital citizenship
- ✓ Content, curriculum and instructional practices.
- ✓ Social-emotional support
- ✓ Health and wellness
- ✓ Creating accommodations for staff or students with health issues which are exacerbated by viewing content on screens for an extended period.

3. Instructional coaches and teachers will collaborate on making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures. Coaches will provide the framework and work collaboratively with teachers to pre-assess and identify possible learning gaps that need to be addressed through grade level content. (See Curriculum, Instruction & Assessment Committee report for more information.)

Survey teachers and paraprofessionals to determine technology needs/access.

Although noted in this section of the The Road to Recovery document, this is addressed under the Technology and Connectivity section of this plan.

Utilize Student Teachers

- Obtain a substitute credential to gain the ability to support students without supervision as needed. Lead small group instruction (in-person to help with social distancing).
- Co-teach with cooperating teacher and maintain social distancing.
- Manage online classroom for asynchronous hybrid sessions while cooperating teacher teaches in-person.

- Implement modifications or accommodations for students with special needs.
- Facilitate one-to-one student support.
- Lead small group instruction virtually while the classroom teacher teaches in-person.
- Provide technical assistance and guidance to students and parents.
- Develop online material or assignments.
- Pre-record direct-instruction videos.
- Facilitate student-centered group learning connecting remote and in-person students

Athletics

The below considerations lead the Green Township School District to the conclusion that the usual fall sport of field hockey is not feasible at this point in time. The appropriateness of winter basketball and spring track will be assessed further as the pandemic unfolds. If winter or spring sports prove feasible, all NJSIAA guidelines and recommendations will be followed. The NJDOE "The Road Back" has recommended locker room closure to mitigate risk (p. 31) NJDOE 2020, thus there is no available storage for equipment and supplies, or appropriate space for practice and game preparation.

Policy and Funding

Policy 1648: Restart and Recovery Plan: (see full policy in Appendix C)

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. The elements now required are far different from those needs used to create the District's 2020-2021 Budget. 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 continues to 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

The Green Township School District finalized its FY20 budget as well as its FY21 budget. 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. To that end, the District will continue to inform the state level conversation and work closely with the Sussex County Office of Education’s County Business Administrator.

c. School Funding

School officials have reviewed 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 has identified a 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 Cash flow

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.

The Green Township School District ensures the following:

- The District has successfully applied for and secured funding from the CARES Act
- The District will seek all available grants and aid
- Expenditures will be prioritized to ensure best usage of available funds

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- Non-essential purchases will be postponed until later in the school year whenever possible to allow for maximum funds available for COVID-19 needs
- School Business Administrator will maintain a record of all COVID-19 expenditures and review those expenditures with the Board of Education
- Transfers due to COVID-19 will be identified and reported to the Board of Education
- Current contracts will be reviewed for possible renegotiation wherever possible
- Current School Aid funds will continue to be monitored for any changes/reductions by the State.

Continuity of Learning

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

Consistent with requirements of IDEA and New Jersey Administrative Code Title 6A, Chapter 14 as well as guidance from the USDOE and the NJDOE, Green Hills School will continue to provide special education and related services to students with disabilities to the greatest extent possible. This commitment is made whether Green Hills School operates in-person, virtually or with combined programs.

Medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan will be addressed through the Student Assistance Team. All existing 504 Plans are current. New referrals will be reviewed as received.

IEP team will review student progress during remote instruction to determine if critical skills were lost during remote instruction and if additional services are needed. Teachers and related services providers tracked student participation and progress during the health-related school closure in the spring; additional services will provided by the IEP team as quickly as possible if needed in the fall.

IEP team will consider the impact of missed services on student progress towards meeting IEP goals and objectives to determine if additional services are needed to address regression and recoupment of skills within a reasonable length of time. This will be done as part of the IEP team review noted above. Again, additional service will be provided by the IEP team as quickly as possible if needed in the fall.

IEP will complete overdue and/or incomplete evaluations for eligibility/re-eligibility for special education as soon as it is feasible to have in-person evaluations. Health, safety, distancing, and cleaning precautions will be in place.

Clear communications to parents/guardians of procedures for student referrals and evaluations to determine eligibility for special education and related services or 504 Plan is posted on the school website.

Technology and Connectivity

In accordance with the NJDOE recommendations “each school district should strive to ensure that every student has access to a device and internet connectivity. Districts should prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access. Additionally, these 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” (p. 75). Therefore:

There is an urgent need to purchase laptops for teachers to be able to teach remotely.

The District Network Administrator, informed by survey data, recommends that the district purchase 30 laptops for teaching staff to be able to teach remotely, especially in the event that the school goes to all remote instruction. In the event that a District laptop is not available, teachers may have a personal device hooked up to the school network as a short-term remedy if needed.

Immediately survey families to determine their current access to devices and the Internet.

- A survey of family needs was completed in March, 2020. Parents were surveyed as to their needs for a school device for their child, but in order to ensure accuracy and completeness of the data, a separate survey will be administered. Survey Link <https://forms.gle/Brr2HZQQPrMjZGh88>
- It is important to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers.
- The Technology Coordinator will follow-up with families who do not fill out the survey in order to get the information about family access to technology.

Prepare to go 1:1 for all students K-8 so that students have access to a device at home covered by GoGuardian and so that students do not have to share devices.

- Based on the inventory, completed during the week of July 13, 2020, there are approximately 421 Chromebooks available for students.
Chromebook inventory: [Chromebook Inventory: 2020-21 School Year](#)
- Purchase a GoGuardian license for all Chromebooks as the license covers the device, not the student account. This program helps us track student Internet usage, including giving alerts for suicidal or explicit searches. Teachers can use the program to lock students into certain websites, even when students are home, which can assist when students are completing assessments online. GoGuardian also helps track lost or stolen devices.
- Based upon the final count, the district may need to purchase enough Chromebooks to have about 20 “loaners” to replace devices that are out for repair or lost.
- In the event that additional devices are needed, the District may consider, having families with only 2 children share a device.

- Encourage families to purchase their own case for the Chromebooks to protect it during travel. Based upon research two summers ago, the cost was too high for the district to purchase cases for all students.
- There is a concern about the ability to purchase more Chromebooks at this time due to high demand by many school districts. May need families that have a personal device at home to use that for remote instruction rather than get a school Chromebook. GoGuardian will not track student Internet searches when students are working on a personal device.
- Training and technical assistance – schools and districts should provide training and/or technical assistance to teachers, parents and guardians

For families that do not have WiFi, consider purchasing mobile hotspots.

Based on the survey from March, very few families lacked access to WiFi.

- Purchase 3 mobile hotspots in order to support the few families that do not have WiFi.
- Students are recommended to have 5 - 25mbps at home for distance learning.

Review and revise (if needed) Student/Parent Internet & Technology Acceptable Use Policy

The Green Township School District will review the acceptable use policy to see if it needs revision in light of virtual learning.

- Technology staff will conduct policy review
- Parents have the ability to receive the policy and acknowledge by signature, via a Google form located on the district website.
- The District will provide a training video for parents and students on the acceptable use policy and place on Remote Instruction Resources Google Site
- All parents must complete the documents so that every student is covered for home use of District devices.
- The Technology Coordinator keeps a list/record of the families that have completed the forms and then follow-up with families that have not.
- This process will coincide with the completion of the technology insurance forms.

Update Insurance forms and provide to families.

Insurance covers the cost of certain damage done to Chromebooks.

- All families are encouraged to purchase insurance as it is likely that students will need to take home devices.
- The District will cover the cost of insurance for families that demonstrate financial hardship.
- A letter regarding parent responsibilities for cost of repair or replacement if they do not have insurance is provided to all parents. The letter will be signed by all parents either accepting or denying coverage.
- The Technology Coordinator will handle insurance claims for Chromebook repairs.
- The Technology Coordinator will follow-up with families who do not have insurance regarding the cost of repairs or replacement if insurance is refused.

Identify any accommodations that need to be addressed for students with special needs according to their instructional program.

- This will be accomplished in collaboration with the Child Study Team / Case Manager

Data driven planning - track participation rates in remote learning.

Attendance should not be based exclusively on student online participation. The Green Township School District will use assignment or project completion as an alternative for attendance purposes and conduct targeted outreach to help students overcome barriers to participation (Equitable Education During COVID-19). *See Curriculum, Instruction & Assessment Committee for more information.*

Roles:

Technology Coordinator:

- Parent communication (needs assessment, acceptable use policy)
- Staff/parent tech training
- GoGuardian frontend
- Tech purchases (shared with Pat)
- Spec ed tech accommodations

Network Engineer:

- GoGuardian backend (Google Admin)
- Tech purchases (shared with Cori)

STEM Teacher:

- Past practice consultant
- WeVideo training to staff

Curriculum, Instruction and Assessment

The NJDOE Road to Recovery document notes:

“In planning curriculum, instruction, and assessment for re-opening, a key focus for districts should be on building capacity of their staff 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).” (p.76)

“Social and emotional elements of learning will be an important focal point to consider before students are assessed to ensure the conditions for students to receive instruction and demonstrate their proficiency are optimized.” (p. 82)

Overarching Guiding Questions

- 1) Are all our students getting equitable access to “high-quality education”? What does that look like in a hybrid or remote learning environment? How does that vary by grade level/content area?
- 2) How can we improve instructional approaches to reach all learners? How can we communicate better and form strong partnerships with family members, caregivers and community stakeholders?
- 3) How can we make sure we have strong instruction, student engagement, and effective assessment that are interdependent and benefit from a strong feedback loop between administration, educators, students, and families?
- 4) In what ways can we help to reduce anxiety through developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability?
- 5) Thoughtful planning is necessary to provide necessary support for instructional shifts. What are best practices in using digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers?

6) In a hybrid or remote model, how can we encourage early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques?

Curriculum

Special Considerations for Curriculum in the Hybrid/or Full Remote Model

“As we plan to enter the 2020-2021 school year, 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. This loss includes not only the skills necessary to access grade-level material, but also content knowledge. To accelerate students’ progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed. 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.” (p.77)

Best practice as noted in the [TNTP Learning Acceleration Guide](#):

- Train teachers and leaders to evaluate students’ unfinished learning and provide acceleration support. (Include the guide linked above in training).
- Create PD schedule of topics and dates
- Two days in September
- Hybrid - on day when full school is remote, have training and PLC time for all staff.
- Make sure there is PD on the accelerated learning model in September
- Determine the data/measures that will be used to evaluate learning and communicate with teachers.
- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.

Who will do the work?

- Coaches, teachers and principals collaborate on the work.
- Provide time in summer for teachers to collaborate on curriculum adjustments to focus on critical skills and knowledge.
- Provide time during the school year on full remote days for continued collaboration and weekly professional development throughout the district.

[The Connected Action Roadmap \(CAR\) framework](#) is another resource that will help educators to examine the standards and district scope and sequence.



The Green Township School District will:

- Address the skills and content knowledge most critical.
- Address pacing.
- Address how students will demonstrate their knowledge of the standards.
- Identify resources that can be used to support this work.
 - Zearn has created a scope and sequence that can be leveraged for grades 1-5 Eureka Math.
 - F&P Classroom has a scope and sequence that can be used for K-4 and will allow teachers to see content that was to be mastered in the previous grade that may not have been due to remote learning.
- Coaches are key staff members to help identify resources and frame the work to support teacher collaboration on doing this work.
- Communicate expectations with teachers and parents.
- Plan a schoolwide and/or grade band level approach to diagnosing students' unfinished learning in prerequisite content knowledge and prerequisite skills. (See Assessment)
- Revise instructional units to scaffold prior grade material and skills foundational to the current unit. Do not try to reteach all the "lost learning" at the beginning of the year.
- Teachers and coaches collaborate on unit and/or lesson planning.
- Focus on current units, not try to do the whole year at the beginning.
- Pre-Assess for the current unit's foundational skills only and build prior year knowledge as needed throughout the year.
- Align pre-assessments to most critical prerequisite skills and content knowledge that will be addressed in the upcoming unit only.
- Plan instruction for mastery of grade level content based on data.

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- Know that some content or skills may need to be combined, lessened or dropped. This should be done only in accordance to the prioritization from bullet 2 so all students have an equitable experience across a grade.
- Teachers across grade levels and/or content levels should collaborate closely to use common pre-assessments in order to collect data on student learning gaps to share with district administrators.
- Train staff on using common assessments
- Train staff on recording data in Realtime and/or Google drive
- Integrate prior grade skills and knowledge into the grade level content so that students can access the grade level content. This is accelerating learning. In other words: Adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- Provide guidance documents for teachers to help ensure that
- Types of assignments are consistent with standards
- Provide specific evidence of the degree to which standards are met.
- Include actions educators will take in response to student work.
- Determine and communicate how lesson plans should be designed to be more consistent, show incorporation of prior grade skills/standards and can quickly be reviewed.
- Monitor and evaluate students' progress on grade-appropriate assignments and adjust supports for teachers and leaders based on student results.
- Coaches, teachers and/or Principal collaboration to go over student progress across grade levels and/or content to monitor growth and instruction. Again - collaboration time built into full remote day.

Content Area Recommendation - Curriculum

Math

- Zearn math has created revised scope and sequence plans for the entire school year. These can be leveraged to revise our Eureka scope and sequence for grades 1 - 5.
- Math Coach will work with teachers to create pre-assessments per unit in order to identify skills that need to be accelerated into grade level content and then plan together how to address skills in the unit.

ELA

- Literacy Coach will work with teachers to create and administer assessments per unit to identify skills that need to be accelerated into grade level content and how these skills are addressed in each unit of FPC (K-4).

Social Studies

- Coaches and teachers collaborate to integrate subject matter with ELA and Math in order to leverage student learning time.

Science

- Coaches and teachers collaborate to integrate subject matter with ELA and Math in order to leverage student learning time.

Special Areas

- Coaches and teachers collaborate to integrate subject matter into both on-site and remote instruction in order to leverage student learning time.

Instruction

See Appendix B for resources.

Special Considerations for Instruction in the Hybrid/Remote Model

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

Priority Actions:

- Engage school leaders, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction.
- Identify roles and responsibilities to help parents, students and staff members coordinate curriculum, instruction and assessment questions and concerns.
- Focus on accelerating learning: pre-assess and focus on attainment of the standards and scaffolding content for students in need of support

Key Questions and Consideration:

- What types of educational experiences should be prioritized when students are in person? How can Chromebook usage be minimized those days to increase student-teacher interaction?
- Focus on fewer online experiences during in-person instruction but activities that are more social based.
- Recommend that younger students leave Chromebooks home if 1:1 so as to try and minimize possible damage to the devices.
- What type of learning experiences should be required for remote instruction?
Synchronous? Asynchronous? Off-line?

Hybrid Instructional Strategies

- Instruction will be designed to ensure that the grade level NJ Student Learning Standards and approved curriculum are appropriately addressed.
- The student body will be divided into 2 groups; Group A and Group B
- Group A attends on-site instruction on Monday and Tuesday of each week. Group B attends on-site instruction on Thursday and Friday each week. Students engage in face-to-face instruction with their teacher on an abbreviated day schedule.
- When not on-site, students will engage in remote learning
- Remote learning will include both synchronous and asynchronous learning activities.
- Teacher front loads lessons, discussions and cooperative learning activities during on-site instruction.
- Teachers will engage in office hours to assist students as scheduled by the school principal
- All students will engage in remote learning on Wednesday (full remote day) each week - Teachers will meet with the whole class remotely for a designated period of time to allow all students to be together and then the teacher will meet with small groups as needed. (Synchronous learning). Strategies may include but are not limited to:
 - Pre-recorded daily video/lesson
 - YouTube lesson
 - Upload worksheets
 - Reader's Responses
 - Recording self-reading
 - Small group instruction (in the afternoon, following in-person instruction for other group)

Fully Remote Instructional Strategies

Small group instruction strongly recommended based on student needs.

- Instruction will be designed to ensure that the grade level NJ Student Learning Standards and approved curriculum are appropriately addressed.
- Whole group and/or small group instruction synchronous opportunities are required at least 3 times per week
- Synchronous instruction must include opportunities for interactive discussions among students and their teacher(s)
 - Example: Use breakout rooms on Zoom for students to meet in small groups or pairs and then share back to full group.
 - Use padlet or other cooperative dialogue formats where students can share ideas and participate in the discussion.
 - Provide training to teachers on tools and engagement strategies.

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- Provide collaboration time among grade level teachers, paras, coaches, etc. to identify more specific instructional needs for:
 - K-2 students
 - 3-4 students
 - 5-8 students
- Assigned paraprofessionals will be active participants during synchronous instruction.

Social - Emotional Learning:

- Understand how trauma and other challenges related to students' social and emotional needs can impact learning.
- Identify strategies to integrate Social-Emotional Learning into instruction and training provided to staff and parents.
- PD training on this subject - See Professional Learning Committee
- Utilize school counselor for collaboration and support on how to integrate strategies into lessons.

Design learning experiences that increase student engagement and foster student ownership of learning.

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

Develop students' meta-cognition

- Incorporate time for self-reflection, pre-assessments at the start of units, and formative assessments throughout units.
- Set reasonable expectations, build collaboration skills (peer-peer learning).
- Build in time to help students develop skills such as self-regulation, time management, goal setting, and effective teamwork.
- Provide clear and flexible expectations:
- Type and length of activities
- Solicit parent input regarding student learning modes

Interactions

- Small group instruction, regular check ins, office hours (for students and/or family and caregivers).
- Student attendance for synchronous learning activities.
- How students will demonstrate learning (process over product):
- Identify criteria to demonstrate mastery of standard(s) or grades on projects.
- Use multiple approaches (e.g., synchronous, asynchronous [teacher-created videos, screen casting, independent, analog]).
- With limited teacher-student contact, choose high-quality resources that will:
 - Identify and address learning gaps.
 - Address different learning needs and interests.
- Evaluate which resources will be effective based on learning environment
 - remote learning
 - hybrid
 - school-based spaces
- Consider potential need for professional learning related to the selection of high-quality resources.
- Recognize the impacts that home environments may have on learning as students become re-acclimated to in-person learning and adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered/student guided learning.
- Use a “show me” what you have learned approach when possible.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction. It is recommended that districts use a consistent technology that will be used throughout the district in a remote instruction model and train staff/parents on the platform.
- Leverage technology in service to learning (e.g., learning management systems, teacher-created videos and screencasts)
- Learning Platforms in Use:
 - ✓ Class Dojo (K-2)
 - ✓ Google classroom (3-8)
 - ✓ Make sure paraprofessionals are included in Class Dojo and/or Google Classroom for their students.
 - ✓ Recommend a communication app like Remind101 for Gr. 3-8 to communicate with families via text/phone more quickly than email.
 - ✓ WeVideo licenses so teachers can create own videos.

- ✓ Identify tools for students to demonstrate learning, collaborate with peers and experts, and digital instructional resources.
- ✓ Develop list of online resources that will help maximize student demonstration of concepts (i.e. flipgrid, padlet)
- ✓ Remote Instruction Resources Google site
- ✓ Organize and provide teacher resources for remote learning (i.e NJTV Learning Live) and provide consistent support via IT team (see Technology Committees for support on these topics).
- ✓ Design learning experiences that:
 - Build student understanding by linking together concepts within and across grades
 - Literacy block can be an opportunity to use non-fiction texts from science, social studies, health, visual and performing arts.
- ✓ Provide direct instruction, student practice, enrichment activities.
- ✓ Leverage student interest.
- ✓ Address real-world issues.
- ✓ Build capacity of and provide support to family members to enable them to become “learning partners.”
- ✓ Provide regular time to collaborate with colleagues:
- ✓ Coordination of assignments; cross-curricular planning; common lessons and modules.
- ✓ Develop and build skills essential in this ever-changing, evolving world (see NJDOE Virtual Professional Learning).

- ✓ Assess the district’s data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- ✓ Assess English Learners’ levels of engagement and access in an in-person, virtual, or hybrid/learning environment.
- ✓ ESL teacher should collaborate with classroom teachers on regular basis through year.
- ✓ Determine if plexiglass needs to be used for classrooms that have tables instead of desks.

Assessment

NJDOE guidance indicated that the different assessment types are defined as follows:

- Pre-assessment: Assesses a student’s strengths, weaknesses, knowledge, and skills prior to instruction of new units.

- **Formative:** A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.
- **Interim:** A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.
- **Summative:** A comparison of the performance of a student or group of students against a set of uniform standards to measure a student's achievement at the end of instruction.

The Green Township School District will:

- ✓ Implement diagnostic pre-assessment of student prior knowledge and learning
- ✓ Implement formative assessments pertaining to student progress toward attainment of NJSLs and grade-level curricular goals and objectives
- ✓ Implement interim assessments to determine performance against expectations
- ✓ Implement summative assessments to determine overall attainment of grade level expectations
- ✓ Implement a plan to share strategies and rationale with parents and other members of the local education community and supports parents as partners in learning
- ✓ Inventory Sources of Current Student Performance Data: Make sure to utilize multiple sources of student data. Sources may include, but are not limited to
 - formative classroom assessments (quizzes, exit slips, etc.),
 - student observations,
 - student self-assessments,
 - district benchmark assessments,
 - projects
- ✓ Review standards based grading benchmarks for K-4 and revise if needed to support hybrid/remote learning.
- ✓ Provide planning time for Gr. 5-8 teachers to determine how to give number grades in a hybrid/remote learning system and make sure communication is clear on decisions.
- ✓ Identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

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- ✓ Analyze data: After preparing data for examination,
- ✓ Facilitate opportunities to build-up staff culture for collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps. (Principal, coaches, teachers, paras)
- ✓ Interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions that can be taken to meet students' needs.
- ✓ Set a data meeting schedule (monthly; biweekly) in order to have teachers collaborate with coaches, principal, paras, etc. to monitor progress and plan instruction.
- ✓ Feedback Loops: Repeat the cycle by creating additional data-informed hypotheses and test them throughout the school year.
- ✓ Determine Appropriate Assessment Tools: Develop an inventory of various assessment tools available and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data. (See Universal Screening under Multi-Tiered System of Support Committee for more details.)
- ✓ Develop Benchmark and Assessment Schedule (Coaches & Principal) and communicate to staff.
- ✓ Kindergarten will be assessed using teacher created assessments, observation, surveys, and anecdotal records.
 - Benchmark Assessments: ELA (In absence of 2020 NJSLA data, which can give consistent data across grade levels?)
 - iReady (Gr 1-8)
 - DRA3
 - Each student takes about 20-25 minutes to assess.
 - Not feasible if hybrid or full remote to use as students will lose instruction time with teacher in order to be assessed.
 - Benchmark Assessments: Math
 - iReady (Gr 1-8)
 - Study Island (Gr 2-8)
 - Benchmark Assessments: Science
 - IXL (Gr 2-8)
 - Study Island (Gr 2-8)
 - Look further into Oncourse tools for future benchmark assessment needs.
- ✓ Develop Assessment Strategy:
 - Build in formative assessments that will help teachers evaluate student knowledge
 - Make instructional changes or shifts that are likely to increase student learning
 - Use formative assessments to gather more data

- Continue this type of loop to continually assess student learning and growth within a unit.
- ✓ Professional Development: Provide educators and parents with guidance to support assessment and data literacy.

Educator Planning Time: Educators will require multiple opportunities to collaborate and plan for developing the various assessments which will complement the initial instructional units that will be covered as schools reopen in the fall.

Professional Learning

The Green Township School District provides professional development and trainings to staff members during the 2020-2021 school year. According to the NJDOE guidance document, among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students. (p.82)

It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers with the resources necessary to adapt to altered educational environments and experiences.(p.82) Therefore:

The Green Township School District will:

Provide Professional Learning Prior to the Beginning of the School Year on the following topics:

- Remote instruction model including training in the use of appropriate platforms.:
- Resources or training for parents/caregivers and community members for safe use of the technology (see Remote Learning During the COVID-19 Pandemic).
- Training for novice provisional teachers, teachers new to the district and other new staff in the technologies that will be used.
- Collaborate with educator preparation programs to plan for clinical practice and other teacher candidate support during remote instruction and hybrid instruction.

Provide Professional Learning Throughout the School Year:

- Develop training schedules and staff collaboration time in accordance with the needs of the district.

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- Determine topics and schedule for September in-service days in collaboration (Superintendent, Principal, coaches, teachers, nurse, guidance, CST, etc.).
- Set a plan for the remote days in September and communicate to staff expectations.
- Develop professional learning experiences that ensure high quality instruction for all students.

Ensure professional learning that supports the growth of each educators' professional capacity to deliver developmentally appropriate, standards-based instruction remotely.

Ensure that professional learning is differentiated to accommodate the needs of the following students:

- Students with Disabilities
- English Language Learners
- Students without devices and/or internet
- Undocumented students
- Students who are on full-remote learning when other students are on a hybrid model.

Professional development plans (PDPs) for teaching staff and administrators, will remain flexible and adaptable to the changing needs of the district, school and individual educator.

NJDOE regulations support the inclusion of a broad range of activities in a teacher's annual professional development requirements, potentially including a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to remote learning. Professional Development Plans are considered living documents subject to change as circumstances require. Teachers and administrators may want to consider the learning of new technologies, virtual instructional methods, peer supports and other collaborative efforts as professional development that count towards the 20 hours.

Mentoring and Induction:

- Induction will be provided for all novice provisional teachers and teachers new to the district.
- One-to-one mentoring will be provided to novice provisional teachers by qualified mentors
- The District will ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

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- Mentoring will be provided in both a hybrid and fully remote learning environment. Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience.
- The District encourages the use of online collaborative tools to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support

Evaluation

The Green Township School District will ensure the modification of the evaluative model in alignment with guidance from the New Jersey Department of Education.

- The observation schedule will be developed with a hybrid model in mind and will be communicated to staff as required.
- NJDOE guidance will be followed with regard to novice teachers, those on corrective action plans and veteran teachers as required.
- The District Evaluation Advisory Committee (DEAC) plus School Improvement Panel (SCIP) will meet to review evaluation policies and procedures which may be impacted by a hybrid or fully remote system. Requirements and flexibilities noted by NJDOE will be incorporated.

Student Growth Objectives:

The Green Township School District will adhere to all guidance from NJDOE regarding the implementation and use of Student Growth Objectives during hybrid or fully remote learning.

APPENDIX A:

The Road Back: Restart and Recovery Plan for Education – NJDOE 2020

Following the Governor’s declaration of a state of emergency on March 9, 2020, the New Jersey Department of Education (NJDOE) has taken significant actions to protect the health, safety, and well-being of our students, educators, and staff.

- ❖ March 13, 2020- The NJDOE issued [guidance regarding requirements for the public health-related school closure](#) to supplement and update the series of continuously updated guidance issued on [3/9/2020](#), [3/5/2020](#), [3/3/2020](#), [2/3/2020](#), [1/29/2020](#).
- ❖ March 16, 2020- Governor Murphy signed [Executive Order 104](#) which indefinitely closed all public, private, and parochial preschools and elementary and secondary schools to students beginning on March 18, 2020.
- ❖ March 19, 2020- Governor Murphy signed [Executive Order 105](#) which, in part, postponed April school board elections to May 12, 2020.
- ❖ March 24, 2020- Governor Murphy announced the [cancellation of all statewide student assessments](#) for the spring 2020 testing window, including the administration of the New Jersey Student Learning Assessments (NJSLA), ACCESS for ELLs, and the Dynamic Learning Maps (DLM) assessments.
- ❖ March 26, 2020- Governor Murphy announced that President Donald J. Trump issued a [Major Disaster Declaration](#) for the State of New Jersey.
- ❖ April 3, 2020- The NJDOE announced that the State Board of Education adopted temporary regulations that allow school districts and educational agencies to [deliver special education and related services](#) to students with disabilities through the use of telehealth, telemedicine, electronic communications, remote, virtual, or other online platforms.
- ❖ April 7, 2020- Governor Murphy signed [Executive Order 117](#) to address certain state statutory requirements implicated by the cancellation of statewide assessments. This Executive Order waives, among other requirements, certain components of educator evaluation and the graduation assessment requirement for certain students.
- ❖ April 7, 2020- Governor Murphy also signed [Executive Order 116](#) to align the April District budget process with the directives in Executive Order 105. Executive Order 116 extends certain statutory deadlines for April Districts.
- ❖ April 8, 2020- The [2020 school election and budget procedures calendar](#) for April election districts was revised pursuant to Executive Order 105, which moved the election date, and Executive Order 116 to move other related dates.
- ❖ April 20, 2020- The NJDOE provided [notice concerning the emergency adoption of temporary modifications to rules governing educator evaluation](#).

- ❖ April 30, 2020- The NJDOE announced that it was granted [waivers from various federal requirements](#) related to the COVID-19 emergency including accountability and school identification, and reporting requirement waiver, select Elementary Secondary Education Act (ESEA) fiscal requirements waiver, and the Carl D. Perkins Career and Technical Education Act of 2006 period of availability extension. Additionally, the NJDOE provided more information related to the Education Stabilization Fund pursuant to Section 19003 of the Coronavirus Aid Relief Economic Security (CARES) Act. Further, the NJDOE clarified that requiring parents or guardians to waive certain legal rights or give written consent for shared services as a condition for receipt of special education or related services violates the Individuals with Disabilities Education Act (IDEA) and NJDOE regulations.
- ❖ May 4, 2020- Governor Murphy announced [schools are to stay closed for the remainder of the 2019-2020 academic year.](#)
- ❖ May 5, 2020- The NJDOE required school districts, charter, renaissance schools, and Approved Private Schools for Students with Disabilities (APPSD) to [update their public health-related school closure plans.](#) Additionally, the NJDOE announced the emergency adoption of temporary suspensions and one modification to rules governing the evaluation of the performance of school districts.
- ❖ May 7, 2020- The NJDOE provided information and strategies regarding the [identification and parent notification of English language learners \(ELLs\)](#) during the period of school closure due to the COVID-19 pandemic.
- ❖ May 11, 2020- The NJDOE notified school leaders of the [CARES Act Elementary and Secondary School Emergency Relief \(ESSER\) Fund allocations and application](#) as well as the [adoption of temporary rule waivers and modifications](#) pertaining to select educator certification requirements and the commissioner-approved performance assessment.
- ❖ May 18, 2020- The NJDOE released the [process for filing an application to borrow due to delay](#) in June 2020 State School Aid Payments.
- ❖ May 27, 2020- The NJDOE issued additional [guidance for reporting student absences and calculating chronic absenteeism](#) during the pandemic as well as an [update on the use of ACCESS 2.0 and Alternate ACCESS 2.0 scores](#), the return of testing materials and score reporting.
- ❖ May 28, 2020- The NJDOE provided an [update regarding commencement ceremonies.](#)
- ❖ [June 12, 2020](#)- The NJDOE issued guidance regarding additional services for students with disabilities who will graduate or exceed eligibility for special education services. [Summer learning programs guidance](#) indicates summer learning program operators must take notice of [Executive Order 149 \(EO 149\)](#) and the New Jersey Department of Health's (NJDOH) [New Jersey COVID-19 Youth Summer Camp Standards.](#)
- ❖ [June 17, 2020](#)- The NJDOE provided [updates](#) to the Health History Questionnaire, [notice of a temporary rule modification to N.J.A.C. 6A:10-8.1](#) to extend the deadline for the evaluation of chief school administrators (CSAs) to July 31, 2020, and [information](#) related to the targeted use of State set-aside funds of the CARES Act ESSER Funds.

APPENDIX B:

NJDOE

- ❖ [The Road Back Restart and Recovery Plan for Education – New Jersey Department of Education](#)

CDC Resources

- ❖ [CDC Resources for Schools](#)
- ❖ [CDC Community Schools Child Care](#)
- ❖ [CDC Reopening Schools](#)
- ❖ [CDC Face Coverings](#)

Conditions for Learning

General Health and Safety Guidelines

- ❖ [CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again](#)
- ❖ [General Guidelines for the Control of Outbreaks in School and Child Care Settings School Exclusion List \(NJDOH\)](#)
- ❖ [People Who Are At High Risk for Severe Illness \(CDC\)](#)
- ❖ [NJ COVID-19 Dashboard](#)
- ❖ [NJDOH Guidance for Schools](#)
- ❖ [The Socially Distanced School Day, Education Week 6/10/2020](#)

Transportation

- ❖ [CDC Activities and Initiatives Supporting the COVID-19 Response, May 2020](#)
- ❖ [Coronavirus disease 2019 Considerations for Schools](#)
- ❖ [COVID-19 Resources \(National Association for Pupil Transportation\)](#)
- ❖ [Parental Transportation Waiver Form \(NJDOE\)](#)
- ❖ [Transportation FAQs \(NJ Department of Education\)](#)
- ❖ [What Bus Transit Operators Need to Know About COVID-19 \(CDC\)](#)

Student Flow, Entry, Exit, and Common Areas

- ❖ [“Considerations for Schools \(CDC\)”](#)
- ❖ [Governor Murphy Unveils Multi-Stage Approach to Execute a Responsible and Strategic Restart of New Jersey’s Economy](#)
- ❖ [Schools During the COVID-19 Pandemic \(CDC\)](#)
- ❖ [When and How to Wash Your Hands \(CDC\)](#)

Screening, PPE, and Response to Students and Staff Presenting Symptoms

- ❖ [Guidance on Purchasing Safety Supplies \(Massachusetts Department of Elementary and Secondary Education \(2020\)](#)
- ❖ [Considerations for Wearing Cloth Face Coverings](#)
- ❖ [Should I Wear a Mask to Stop the Spread of COVID?](#)

- ❖ [Keepint Students and Staff Healthy and Safe When School Reopens Education Week 6/26/2020](#)

Contact Tracing

- ❖ [CDC Guidance on Contact Tracing](#)
- ❖ [Contact Tracing Awareness Training](#)
- ❖ [FERPA & COVID-19: FAQ](#)
- ❖ [NJ COVID-19 Information Hub: What is Contact Tracing? How Does it Stop the Spread of COVID-19?](#)
- ❖ [USDE's Student Privacy Policy Office](#)
- ❖ [CDC's Contact Tracing for COVID](#)
- ❖ [CDC's Investigating a COVID-19 Case](#)

Facilities Cleaning Practices

- ❖ [Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes \(EPA\)](#)
- ❖ [Disinfectants for Use Against SARS-CoV-2 \(EPA\)](#)

Educator Well-Being

- ❖ [5 Strategies for Teacher Self-Care \(ASCD\)](#)
- ❖ [Educator Stress Spectrum](#)
- ❖ [Educator Resilience and Trauma-Informed Self Care](#)
- ❖ [Handout: Supporting Healthy Mindsets and Behaviors](#)
- ❖ [NJEA's Member Helpline](#)
- ❖ [Resiliency Resources at Rutgers University Behavioral Health Care](#)
- ❖ [Supporting Teachers Through Stress Management \(NASP\)](#)

Trauma Informed Social and Emotional Learning

- ❖ [Building Trauma-Sensitive Schools](#)
- ❖ [CASEL Program Guide](#)
- ❖ [Center for SEL and School Safety](#)
- ❖ [Considerations for Schools \(CDC\)](#)
- ❖ [COVID-19 Resources \(American School Counselor Association\)](#)
- ❖ [Creating Opportunities through Relationships Modules](#)
- ❖ [Creating SEL Teams](#)
- ❖ [Creating Trauma-Informed Systems](#)
- ❖ [Developmental Indicators—SEL in the K–12 Classroom \(NJDOE\)](#)
- ❖ [Guide to Schoolwide SEL \(CASEL\)](#)
- ❖ [Helping Children Cope with Changes Resulting From COVID-19](#)
- ❖ [Incorporating SEL into Classroom Instruction](#)
- ❖ [Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community \(CASEL\)](#)
- ❖ [New Jersey's SEL Competencies and Sub-Competencies.](#)
- ❖ [SEL Data Reflection Protocol](#)

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- ❖ [SEL Professional Development Modules for Educators \(NJDOE\)](#)
- ❖ [Strategies for Trauma-Informed Remote Learning](#)
- ❖ [Trauma-Informed School Strategies during COVID-19 \(National Child Traumatic Stress Network\)](#)
- ❖ [Trauma informed SEL: Pawlo, E., Lorenzo, A., Eichert, B., & Elias, M. J. \(2019\). All SEL should be trauma-informed. Phi Delta Kappa, 101 \(3\). 37-41.](#)
- ❖ [Trauma-Informed SEL Toolkit](#)

School Culture and Climate

- ❖ [National Center on Safe and Supportive Learning Environments](#)
- ❖ [National School Climate Center: School Community Engagement in the Time of COVID-19](#)
- ❖ [School Climate Strategy Resource Guide](#)
- ❖ [Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. \(2013\). A Review of School Climate Research. *Review of Educational Research*. 83\(3\), 357-385.](#)
- ❖ [Green Township School District District Satisfaction Survey](#)

Universal Screening

- ❖ [Considerations for Remote Instruction in Early Math \(K–5\)](#)
- ❖ [Considerations for Remote Instruction in Early Reading \(K–5\)](#)

Collaborative Problem Solving

- ❖ [Dunlap, G. & Fox, L. \(2015\). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS*. The Pyramid Model Consortium.](#)
- ❖ [New Jersey Tiered System of Supports \(NJTSS\) Implementation Guidelines \(NJDOE\)](#)

Data-Based Decision Making and Three Tiers of Academic and Behavioral Interventions

- ❖ [Considerations for Remote Instruction in Early Math \(K–5\)](#)
- ❖ [Considerations for Remote Instruction in Early Reading \(K–5\)](#)
- ❖ [Dunlap, G. & Fox, L. \(2015\). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS*. The Pyramid Model Consortium.](#)
- ❖ [New Jersey Tiered System of Supports \(NJTSS\) Implementation Guidelines \(NJDOE\)](#)

Family Engagement

- ❖ [6 Keys to Engaging Families in ESSA \(National PTA\)](#)
- ❖ [California Department of Education \(2020\). *Stronger Together*.](#)
- ❖ [Children's Interagency Coordinating Council \(CIACC\)](#)
- ❖ [County Offices of Education Directory](#)
- ❖ [Engaging Parents through Conversations \(East Side Pathways\)](#)

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- ❖ [Families Portal \(NJDOE\)](#)
- ❖ [Myers, A. \(2019\). *Going old-school: Home visits show marked effect on absenteeism and performance*. Johns Hopkins School of Education.](#)
- ❖ [New Jersey's Parent Teacher Association](#)
- ❖ [NJ Parent Link: The Early Childhood, Parenting and Professional Resource Center](#)
- ❖ [NJ 211 Resource Finder](#)
- ❖ [SPAN Parent Advocacy Network](#)
- ❖ [Statewide Parent Advocacy Network \(SPAN\) for Students with Disabilities: Resource Library](#)
- ❖ [Title I, Part A: School/Family/Community Engagement \(NJDOE\)](#)
- ❖ [Tucker, E. and Kruse, L. \(2020\). *Preparing to Reopen: Six Principles That Put Equity at the Core*. Getting Smart](#)

Academic Enrichment, Expanded After-School Learning & Summer Programming

- ❖ [New Jersey's Child Care Resource and Referral Agencies by County](#)
- ❖ [NJSACC: The Statewide Network for NJ's Afterschool Communities – Virtual After School Resource Guide](#)
- ❖ [NJ YMCA Locations](#)
- ❖ [United Way's Summer Learning Resources](#)

Mentoring

- ❖ [National Mentoring Resource Center](#)

Food Service and Distribution

- ❖ [COVID-19 and Food Safety Memo \(New Jersey Department of Agriculture\)](#)
- ❖ [Food Safe Schools Tools and Guide \(USDA\)](#)
- ❖ [Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 \(COVID-19\) \(CDC\)](#)
- ❖ [Seamless Summer Option: Providing Multiple Meals at a Time During the Coronavirus \(COVID-19\) Pandemic \(USDA\)](#)

Quality Child Care

- ❖ [Child Care Resource and Referral Agencies](#)
- ❖ [COVID-19 Resources for Licensed Child Care](#)
- ❖ [Directory of Licensed Child Care Centers \(NJDCF\)](#)
- ❖ [Weekly Conversations for Public-School Based Afterschool Programs \(New Jersey School Age Care Coalition\)](#)

Leadership and Planning

Scheduling

- ❖ [AEI Blueprint for Back to School](#)
- ❖ [American Academy of Pediatrics Policy Revision: Media Use in School-Ages Children and Adolescents](#)
- ❖ [Considerations for Schools \(CDC\)](#)
- ❖ [COVID-19 Planning Considerations: Return to In-person Education in Schools \(American Academy of Pediatrics\)](#)
- ❖ [Google COVID-19 Support Resources for Remote Learning](#)
- ❖ [Microsoft Remote Learning in Education](#)
- ❖ [Moodle Open Source LMS](#)
- ❖ [National Standards for Quality Online Learning](#)
- ❖ [National Standards for Quality Online Teaching](#)
- ❖ [NJDOE Early Childhood Program Guidance for Children Ages Birth through Eight](#)
- ❖ [Schools Decision Tool \(CDC\)](#)
- ❖ [Shifting to At-Home Learning \(TNTP\)](#)
- ❖ [Web Content Accessibility Guidelines \(WCAG\)](#)
- ❖ [Scheduling the COVID-19 School Year, Education Week 6/26/2020](#)

Staffing

- ❖ [Considerations for Schools \(CDC\)](#)
- ❖ [Early Childhood Technology Screen Time - Early Childhood Technology Program Guidance for Children Ages Birth through Eight.](#)
- ❖ [Maintaining Wellness for Teachers and Staff During Remote Learning](#)
- ❖ [National Standards for Quality Online Learning](#)
- ❖ [New Jersey Professional Standards for Teachers and Leaders: N.J.A.C. 6A:9](#)

Athletics

- ❖ [COVID-19 Updates \(New Jersey State Interscholastic Athletic Association\)](#)

Policy and Funding

Emergency and Secondary School Emergency Relief Fund

- ❖ [NJDOE EWEG Login Page](#)
- ❖ [Summary of ESSER Fund \(NJDOE\)](#)

Federal Emergency Management Agency – Public Assistance

- ❖ [NJ Office of Emergency Management COVID-19 Public Assistance Information](#)

State School Aid

- ❖ [Revised State School Aid Proposal: 2020-2021 School Year](#)

Purchasing

- ❖ [NJ Department of Community Affairs, Division of Local Government Services Resources on Cooperative Purchasing](#)

Use of Reserve Accounts and Transfers

- ❖ [Guidance of Use of Emergency Reserve](#)
- ❖ [Guidance for Making Transfer of Appropriations](#)

Cashflow

- ❖ [Cash Flow Worksheet \(NJDOE\)](#)
- ❖ [Local Finance Note 2020-13 \(NJ Department of Community Affairs\)](#)

Costs and Contracting

- ❖ [E-rate Webinars \(NJSBA\): Watch on-demand webinars to help you navigate the E-rate cycle.](#)
- ❖ [Get Started in E-rate \(Universal Service Administrative Company\)](#)
- ❖ [Guides and Templates \(EducationSuperHighway\) – Share these best practices with your technology and business staff to support their E-Rate application.](#)
- ❖ [High Speed Internet \(NJ\)- Find internet access and service providers in areas throughout New Jersey](#)
- ❖ [Network Essentials for Superintendents- A guide that takes school district leaders through the ABCs of school broadband functionality.](#)
- ❖ [NJ K–12 Broadband Initiative and E-rate \(NJSBA\)](#)
- ❖ [The EmpowerED 2.0 Program: This program, sponsored by T-Mobile, aims to narrow America’s digital divide by providing wireless devices and service plans to eligible schools and their students.](#)

Security and Confidentiality

- ❖ [10 Key Steps to Establish Remote Learning Amid COVID-19, F3 Law](#)
- ❖ [COPPA Guidance for EdTech Companies and Schools, Federal Trade Commission](#)
- ❖ [Cyber Security Considerations in a COVID-19 World, CoSN](#)
- ❖ [Cyber Security Training for State, Local and Federal Government Employees, NICCS](#)
- ❖ [Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, National School Boards](#)
- ❖ [Data Security for Schools: A Legal and Policy Guide for School Boards, National School Boards](#)
- ❖ [FERPA and Virtual Learning, US Department of Education](#)

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- ❖ [Guidance on E-Learning Technology, Colorado Department of Education](#)
- ❖ [Guidelines to Defend VTC Hijacking and Zoom Bombing, FBI](#)
- ❖ [Online Learning Best Practices for Schools and Educators, FPF](#)
- ❖ [Parents: Raise Your Hand and Ask Schools How They Protect Student Data, FPF](#)
- ❖ [Protecting the Privacy of Student Records, NCES](#)
- ❖ [Student Privacy During the COVID-19 Pandemic: Resources, FPF](#)
- ❖ [Teacher's Data Privacy While Teaching Online, FPF](#)
- ❖ [The Educators Guide to Student Privacy, FPF and ConnectSafely](#)
- ❖ [Video Conferencing Tools in the Age of Remote Learning, CoSN](#)

Continuity of Learning

Special Education and Related Services

- ❖ [Guidance on the Delivery of Extended School Year \(ESY\) Services to Students with Disabilities \(NJDOE\)](#)
- ❖ [IEP Development Resources for Postsecondary Transition \(NJDOE\)](#)
- ❖ [New Jersey COVID-19 Youth Summer Camp Standards](#)
- ❖ [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak \(USDE\)](#)

Technology and Connectivity

- ❖ [Americans with Disabilities Act of 1990](#)
- ❖ [Children's Online Privacy Protection Rule COPPA](#)
- ❖ [EducationSuperhighway \(ESH\) Guide](#)
- ❖ [Family Educational Rights and Privacy Act \(FERPA\)](#)
- ❖ [FCC Broadband Guide](#)
- ❖ [FCC Household Broadband Guide](#)
- ❖ [Section 504 of the Rehabilitation Act of 1973](#)
- ❖ [SETDA and the North Carolina Digital Learning Plan;](#)
- ❖ [State Education Agency Considerations for CARES Act Funding as Related to Digital Learning](#)
- ❖ [The Broadband Imperative II: Equitable Access for Learning](#)
- ❖ [The Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education During the COVID-19 Pandemic School Closures and Beyond.](#)
- ❖ The [Web Content Accessibility Guidelines \(WCAG\)](#) provide standards for the accessibility of online content, including Learning Management Systems (LMS)

Virtual and Hybrid Learning Environment – Curriculum

Instructional Units:

[ELA Instructional Units](#)

[Mathematics Instructional Units](#)

Model Curriculum

Model Curriculum: *username* - model; *password* – curriculum.

- ❖ [English Language Arts \(K –12\) Model Curriculum](#) (includes examples of standards-based assessments)
- ❖ [Mathematics \(K –12\) Model Curriculum](#) (includes examples of standards-based assessments)
- ❖ Science Model Curriculum
- ❖ [ArtsEdNJ & COVID-19](#)
- ❖ [Elementary Education Has Gone Terribly Wrong](#)
- ❖ [How Testing Kids for Skills Hurt Those Lacking Knowledge](#)
- ❖ [Learning Acceleration Guide \(TNTP \)](#)
- ❖ [Learn more about the Coherence Map](#)
- ❖ [NJDOE & NJTV Learning Live](#)
- ❖ [Project Based Learning \(Edutopia\)](#)
- ❖ [Seven Strategies for Teaching Students in a Remote Environment](#)
- ❖ [So How Are We Going to Teach This](#)
- ❖ [National Standards for Quality Online Learning](#)
- ❖ [Teacher Resources for Remote Learning \(NJDOE\)](#)
- ❖ [The Opportunity Myth - TNTP](#)
- ❖ [Virtual Professional Learning \(NJDOE\)](#)

Virtual and Hybrid Learning Environment - Instruction

- ❖ [EdReports](#)
- ❖ [Learning Acceleration Guide \(TNTP\)](#)
- ❖ [Learn more about the Coherence Map](#)
- ❖ [National Standards for Quality Online Learning](#)
- ❖ [Project Based Learning \(Edutopia\)](#)
- ❖ [Seven Strategies for Teaching Students in a Remote Environment](#)
- ❖ [So How Are We Going to Teach This](#)
- ❖ [The Opportunity Myth - TNTP](#)
- ❖ [Virtual Professional Learning \(NJDOE\)](#)
- ❖ Fischer, D., Frey, N. and Hattie, J. (2020)The Distance Learning Play Book, Corwin Press

Virtual and Hybrid Learning Environment - Assessment

- ❖ [Arts Assessment for Learning](#)

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- ❖ [Assessment and Student Success in a Differentiated Classroom \(ASCD\)](#)
- ❖ [Five “Key Strategies” for Effective Formative Assessment \(NCTM\)](#)
- ❖ [Formative Assessment for Remote Learning \(Edutopia\)](#)
- ❖ [Formative Assessments for Students with Disabilities \(CCSSO\)](#)
- ❖ [Formative Assessment that Truly Informs Instruction \(NCTE\)](#)
- ❖ [Instructional improvement cycle: A teacher’s toolkit for collecting and analyzing data on instructional strategies \(NCEE/IES\)](#)
- ❖ [Restarting School: Planning for Acceleration in the 2020-2021 School Year \(TNTP\)](#)
- ❖ [Revising the Definition of Formative Assessment \(CCSSO\)](#)
- ❖ [Seeing Students Learn Science: Integrating Assessment and Instruction in the Classroom \(National Academies of Sciences, Engineering, and Medicine\)](#)
- ❖ [Teachers Know Best: Making Data Work for Teachers and Students \(Bill and Melinda Gates Foundation\)](#)
- ❖ [Using Formative Assessments to Help English Language Learners \(ASCD\)](#)
- ❖ [Using Student Achievement Data to Support Instructional Decision Making \(NCEE/IES\)](#)

APPENDIX C:

Policy 1648 – Restart and Recovery Plan

The Green Township School District will review Policy 1648 on July 29, 2020 for recommended adoption in August 2020

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. If the school district is providing transportation services on a district-owned school bus, but is unable to maintain social distancing, 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.
- 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 Green Township School District Restart & Recovery Plan for the protocols/procedures for “Transportation” p. 17.]

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) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

- (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.

- (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 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 and are required to do so when social distancing cannot be maintained, 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.
 - 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.
- B. [See Green Township School District Restart & Recovery Plan for the protocols/procedures for "Screenings, PPE and Response to Student and Staff Presenting Symptoms" p. 19.]
 1. 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 Green Township School District Restart & Recovery Plan for the protocols/procedures for “Facilities Cleaning Practices” p. 23.]

2. Wraparound Supports

a. Mental Health Supports

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 Green Township School District Restart & Recovery Plan for the protocols/procedures for “Wraparound Supports” p. 33.]

3. 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 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 Green Township School District Restart & Recovery Plan for the protocols/procedures for “Contact Tracing” p. 21.]

C. 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.

[See Green Township School District Restart & Recovery Plan for the protocols/procedures for “Scheduling” p. 36.]

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 Green Township School District Restart & Recovery Plan for the protocols/procedures for “Staffing” p. 38.]

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

1. School Funding

a. 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.

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.

E. 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

(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.

(3) Evaluation

- (a) The school district has considered the requirements and best practices with provisional status teachers, non-tenured 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 appropriate innovative learning models for new learning environments regarding CTE within the K-8 environment.

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