

**Laurel Springs School District
Reopen Plan**

2020-2021

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Conditions for Learning

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

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

In consultation with the NJDOH, Camden County Department of Health and the school physician, clarifications on CDC guidelines were provided and used to develop policies and questionnaires for students and staff in addition to screening guidelines. Utilizing surveys, at-risk populations were identified in an effort to provide appropriate accommodations such as remote learning assignments, PPE supplies and health screening protocols. Signage promoting personal hygiene as well as videos demonstrating handwashing, wearing a mask, and new school policies will be provided to all students, staff and families. Behaviors that promote reducing the spread of the virus will be reinforced such as staying at home when appropriate, hand hygiene and respiratory etiquette, face coverings and social distancing.

Parents of students were provided a survey to select the mode of instruction that best fits the needs of their families. Options of hybrid instruction as well as full-time remote learning were offered for parents. Based on the information obtained from surveys, classroom assignments were developed. A Hybrid Learning format was developed in addition to full-time remote learning.

High risk staff members are to meet in consultation with the superintendent or his designee to provide accommodations for a working environment suitable to the employee's needs either working on campus or remotely. If accommodations could not be met, the employee would then consider the FFCRA Act.

High risk students and their parents/guardians are to meet in consultation with the superintendent or his designee to accommodate the needs of the said child while attending school on campus or attending virtually. All resources, materials, meals will be met in accordance to Section 504 of the Rehabilitation Act of 1973.

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

The following protocols have been put into place to emphasize the importance of social distancing, wearing face coverings and attending to proper hygiene. They are but not limited to:

- a. Social Distancing will be promoted in all instructional and non-instructional rooms with desks 6 feet apart from the next desk.
- b. Visit every classroom, workspace, cafeteria, APR; determine room capacity; develop a system for ensuring all in-use seating is 6' apart or partitioned; Remove unused desks.
- c. Desks face same direction.
- d. Hand sanitizing and washing hands will be reinforced throughout the day. Alcohol-based hand sanitizers will be located in every classroom, every entrance and in high volume areas. Teachers will allot times throughout the day for students to wash their hands.
- e. Face coverings and face shields for staff will be provided by the BOE. Determine solution for students.
- f. Face coverings are required for teachers when instructing. Students will be required to wear a face covering when moving through the hallways. Students must wear their face covering in class

- the entire time.
- g. Establish classroom procedures that reinforce this requirement
 - h. Check ventilation systems to ensure fresh air exchange, filters changed regularly. (Windows can open.)
 - i. Avoid close group learning activities
 - j. Secure and maintain supply of PPE; additional cleaning/disinfecting; heightened monitoring and additional hand-washing.
 - k. Limit use of supplies to one child at a time; disinfect between uses; avoid sharing!
 - l. Keep each child's belongings separated in containers, cubbies, lockers.
 - m. Keep students in pods, when possible. Avoid switching classes when possible.
 - n. Indoor facilities will have adequate ventilation ensuring that recirculated air has a fresh air component. HVAC will be operational and maintained. Windows will be open on appropriate days for effective air circulation. A/C filters will be changed accordingly. HVAC system will have their filtration increased at the appropriate MERV level affiliated with our units. Upgrades to ventilations will be using Merv 13 filters.

Critical Area of Operation #3: Transportation

Bus transportation services will **ONLY** be provided to those students who reside beyond two miles from school. All special education students who require transportation services according to their IEP will also be provided with transportation. (N.J.S.A. 6A:27-1.4) When entering the bus, every child must wear a face covering unless accompanied by a note from a medical doctor or if stated in the IEP the child cannot wear a face covering. Social distancing best practices will be carried out while on the bus. Students who are eligible for mandated transportation may waive their rights to those services. All students eligible for bus transportation will receive a letter stating the time and location of their pick-up.

Courtesy Busing: At this time, no decision to provide courtesy busing for Stratford students has been made due to the fact transportation guidelines continue to change. Once guidelines have been defined, notification to all Stratford families will go out whether or not Courtesy Busing will be made available for the 2020-21 school year.

As part of the parent survey, information regarding transportation requests was obtained. Bus routes were developed based on reduction of capacity to 50% on buses. Cleaning protocols were established for sanitizing buses between routes. Students are required to wear face masks while riding buses and will be provided with disposable masks if needed. Assigned seats will be created to reduce cross-contamination. Buses will unload upon arrival at buildings to reduce traffic congestions at building entrances.

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

Traffic patterns for entering and exiting buildings are marked to reduce congestion at arrival and dismissal, as well as in hallways. All students, if medically able, must wear face coverings while in hallways.

Every grade level has their own designated entrance and exit throughout the school day to help reduce congestion and to promote social distancing. Decals have been placed on the floors throughout the schools promoting social distancing as 6 feet apart.

Students will not access lockers at arrival, dismissal and prior to physical education classes to further reduce congestion in the hallways. Locker rooms will not be available during the school day.

Student Screening: Students will enter the school at designated entrances and be screened for temperature checks. Each grade level will have its own entrance and will also exit through the same doors at the end of the school day. Upon entering the building, each student will undergo a temperature check. If a temperature is 100.4 or greater, the student will be sent to the nurse's office for further evaluation. Students who are to be sent home will wait in the Quarantine/Therapy Room until their parent/guardian arrives to pick them up. A teacher/aide will be designated to supervise the room. Parents are reminded to keep their child home if sick or experiencing symptoms of COVID-19. (See COVID-19 Virtual Policy)

Visitor Screening: Temperature checks and health assessment screening will be required upon entrance to the school for any visitor. A list of symptoms will be posted for visitors to review (such as fever, cough, shortness of breath or difficulty breathing, chills, muscle pain, loss of taste or smell, vomiting or diarrhea, and/or sore throat). A no-touch thermometer will be used to take visitor's temperature, along with wipes for disinfecting before and after use, and hand sanitizer for visitor usage.

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

Policies 1648 Re-opening Schools Following a Pandemic provide guidelines and procedures for screening, PPE requirements, and symptomatic students and staff. Health screening questionnaires may be sent daily through notification reminders to identify symptomatic students and staff. Temperature screenings will be taken prior to entering the building at designated entrances.

Daily Screening Questions:

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

- ✓ Temperature 100.4 degrees Fahrenheit or higher when taken by mouth;
- ✓ Sore throat;
- ✓ **New** uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
- ✓ Diarrhea, vomiting, or abdominal pain; or
- ✓ New onset of severe headache, especially with a fever.

SECTION 2: Close Contact/Potential Exposure

- ✓ Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19; OR
- ✓ Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to SARS-CoV-2; OR
- ✓ Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases.
- ✓ Live in areas of high community transmission while the school remains open.

Return-to-School Health Questionnaire:

If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school in accordance with existing school illness management policy (e.g., until symptom-free for 24 hours without fever reducing medications).

If the student or parent or caregiver answers YES to any question the student should be referred for evaluation by their healthcare provider and possible testing and clearance to return to school.

Isolation areas are provided in each school for symptomatic staff and students to remove from the general population. Procedures for symptomatic students and staff require a doctor's note to return to school to ensure consultation with health professionals.

All staff is required to complete COVID-19 Training on the (3) professional development days offered from September 1-3, 2020: Plan, Prepare, Respond, COVID-19: Proper Handwashing and COVID-19: How to Wear a Mask training prior to the first day of school. Certificates of completion will be kept by building principals to ensure compliance. All staff will be required to wear a face covering at all times and will be provided with a washable face covering, as well as a face shield for extra protection of eyes.

Disposable masks will be available in each classroom and bus as students will be required to wear face coverings if medically able.

Critical Area of Operation #6: Contact Tracing

In consultation with the Camden County Department of Health, contact tracing will be completed. The Division of Public Health will conduct the investigation; however, the school may be asked to provide additional information regarding close contacts of the positive case. School nurses will work closely to identify additional contacts. Policy 1648 Contact Tracing and Screening identifies school nurses as the point of contact with the Department of Health in addition to guidance from the school physician. Our nurses will continue to monitor symptoms. All teachers will be educated on the symptoms of COVID -19 and how to observe students with symptoms. All classrooms will have posted on the wall a chart identifying symptoms of COVID-19. Re-admittance back into school will follow the NJDOH guidance and guidance from the CCHD.

Critical Area of Operation #7: Facilities Cleaning Practices

Procedures and checklists have been established for routine and disinfecting protocols for classrooms, lavatories, cafeterias, gymnasium, common areas and water fountains. Bathroom occupancy will be limited through hall monitors and classroom assignments. Hand sanitizers is available in all classrooms, cafeterias, offices and entrances to buildings. Electrostatic sprayers were purchased for the district to facilitate daily cleaning.

Critical Area of Operation #8: Meals

Meal Distribution: Students eligible for free meals will be able to pick them up every Thursday beginning September 3rd from 1-4 pm in the Laurel Springs Cafeteria. Students will be given one week of meals for both breakfast and lunch. Students who are not eligible for meals may purchase them using the school payment portal. Nutri-serve will be sending out a letter with more information in the near future.

Critical Area of Operation #9: Recess/Physical Education

Students in grades K-6 will have organized recess time incorporating social distancing games. Physical education classes will not be permitted to use locker rooms to change clothing. Physical education classes will reinforce wellness and relaxation exercises as well as utilize outdoor areas. Social distancing will be maintained in all gyms and outdoor areas.

Equipment will not be shared, hand washing before and after class, equipment used will follow procedures how to clean.

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

The use of indoor facilities by outside organizations will not be approved until mandated social distancing requirements are removed. Field trips will not be permitted until social distancing requirements are removed.

Academic, Social, and Behavioral Supports

Whether students are participating in full remote or hybrid instruction, academic supports in grades K-6 will include differentiated, small group instruction. Due to the district's participation in MAP testing a screening will be conducted to determine specific skill-based interventions to meet the needs of each student. Reading intervention will also be provided by supplemental reading teachers individually or in small groups. Through the use of Google Classroom, teachers will be able to provide differentiated assignments to students so that all students have the opportunity to demonstrate academic growth. Virtual tutoring support for math and language arts will be available afterschool.

In grades K-6, students receiving hybrid instruction will learn using google class room when away from in-person instruction. New material will be introduced virtually through recorded lessons. Students will complete formative assessments to allow teachers to provide differentiated, small group instruction during in-person days. This instruction will include re-teaching concepts as needed so that all students can be successful. Students participating in all remote instruction will meet daily with mentor teachers for academic support. These mentors will include all content areas so that students can obtain supplemental instruction as needed. Remote students will attend scheduled meetings with each of their teachers on a day to be determined to receive differentiated instruction that will include re-teaching as needed. Through the use of Google Classroom, teachers will be able to provide differentiated assignments to students so that all students have the opportunity to demonstrate academic growth. Virtual tutoring support for math and language arts will be available afterschool.

In grades K-6, social and behavioral supports will be provided through classroom lessons developed and presented by the guidance counselors. In addition, positive behavior and social interaction will be promoted by the Spirit program in grades K-6. Students will participate in schoolwide activities to foster positive behavior.

Social Emotional Learning (SEL) and School Culture and Climate

Educator Well-Being

The district has established a resiliency team will share self-care strategies to promote staff wellness and morale in each school. Educators will be trained in strategies to prevent the spread of COVID-19 that will include proper social distancing, hand washing, and the use of PPE. All staff will be encouraged to monitor their own health and stay home when they are not well.

Trauma-Informed Social & Emotional Learning

Our Guidance Counselors provide professional development related to trauma-informed educational strategies in each school. Our counselors have extended knowledge regarding effective teaching strategies for all students but especially for children who have experienced childhood trauma. This year they along with our resiliency team will be providing teachers with activities to promote the development of the SEL competencies identified by the NJDOE. In grades K-6, SEL lessons will be provided through classroom lessons developed by the guidance counselors.

School Culture & Climate

The established school climate and safety committees in each school will continue to contribute to positive school culture. These committees conduct school climate surveys annually to provide data on school culture and climate. They develop activities for students and staff to promote a positive school climate and culture that supports the educational community. The committee completes the annual HIB Self-Assessment. Each school committee meets at least twice each year. The district safety team oversees school climate and safety across the district and includes representatives from each school team. The Resiliency Team also supports a positive school culture and climate by fostering classroom management strategies that are effective for all students, even students who have experienced childhood trauma. The team also shares wellness strategies for staff. In the event of a required transition to remote instruction, school culture and climate and resiliency teams would continue to meet and promote positive school culture and climate virtually.

Utilizing the Strengths of Staff

Lead teachers across the district are provided with numerous opportunities to share their strengths. Teachers serve as grade level leaders as the point person per each grade level. A strong PLC structure is in place both schools. Teachers have the opportunity to participate in a variety of committees such as School Climate and Safety, Curriculum and Instruction, Professional Development (ScIP), Resiliency Team, Pandemic Response and Restart Committees.

Multi-tiered Systems of Support (MTSS)

Universal Screening

Teachers have been trained to use the MAP testing as our universal screener and diagnostic assessments to identify specific skill-based interventions to help each student meet grade level expectations for reading. Math benchmark assessments have been established that will be used to identify students in need of additional support in mathematics.

Collaborative Problem-Solving Teams

Teachers serve as grade level leaders. A strong PLC structure is in place in all schools. Each school has a team of teacher leaders that meets bi-monthly to address problems on a school level. Teachers have the opportunity to participate in a variety of committees such as School Climate and Safety, Curriculum and Instruction (IMT), Professional Development (ScIP), RTI, Resiliency Team, Pandemic Response and Restart Committees. In the event of a required transition to remote instruction, all of these committees would continue to meet and work virtually as they did throughout the school closure that began in March of 2020.

Family Engagement

Family engagement is essential for student success. Strong, two-way communication between the school and the home is critical for effective family engagement. On a district level information for families is coordinated through the district website, which includes links for information about each school. Information to help parents support students during virtual learning will be provided including information on wellness and mental health resources during the pandemic. Parents can quickly contact any school staff via email. The district also uses technology to send mass phone calls and text messages. This year, an application with Power School will be set up to allow parents easier access to the parent portal for our student information system on their cell phones.

All teachers will use Google Classroom. Parents will be encouraged to sign up for weekly notification emails that will communicate student progress. Google Classroom calendars will be linked to teacher webpages on the district website to allow parents to easily check due dates for assignments.

To assist families with the use of technology during hybrid or remote instruction, video tutorials are being produced at all grade levels to help parents access Google Classroom, Parent Portal, and other instructional applications specific to each school.

Parents were included in the Restart Committee for each school and in the District Restart Committee. Schoolwide Planning Teams will be meeting 2x per semester in an effort to engage all stakeholders in school planning. Representative stakeholders include parents, community members, instructional staff, non-instructional staff, and administration. These meetings will take place virtually during any school closure.

Other groups in the district promote family engagement. The SE and ESL Advisory Committee meetings are well-attended and provide assistance to connect our bilingual families with available school and community resources. The Special Education Parent Advisory Group engages the parents of special education students, fosters open communication and plans events to meet the needs of parents and educators of special education students. Other family engagement events include school orientations, Back to School nights, and Family Reading Night. In the event that school buildings are closed, virtual alternatives will be planned so that we continue to support family engagement.

Data-Based Decision Making

Data drives decision making in the Laurel Springs School District. Common assessments will be administered, and data will be analyzed to determine the need for adjustments to core curriculum and for intervention services. Curriculum and pacing will be adjusted to accommodate learning loss related to the school closure as well as the adjustments that may be required for hybrid or virtual instruction. Surveys have been administered for parents to provide data to guide the planning for school reopening. A staff survey was also administered to help determine the capacity of our staff to facilitate hybrid and virtual options.

Wraparound Supports

Mental Health Supports

Teachers will be receiving professional development in trauma-informed classroom strategies. The Resiliency Team will share strategies for working with students who may have experienced trauma as a result of the pandemic. SEL instruction will be provided in all schools. All staff will receive additional training to identify students in need of individualized mental health interventions whether students are participating in virtual or hybrid instruction. Teachers will consult with counselors and school psychologists, social workers as appropriate to access additional supports for students. These staff members will follow existing district procedures for screening and connecting students in crisis with the required community resources.

Primary Health and Dental Care

School nurses will provide resources to promote healthy habits, including those that help prevent the spread of COVID-19. Nurses in each school will conduct student health screenings. Students will be referred to the school doctor or their primary care physician to obtain medical clearance if needed. Guidance counselors maintain a list of community resources for free and reduced cost medical and dental care that is shared with families.

Family Engagement

Family engagement is essential for student success. Strong, two-way communication between the school and the home is critical for effective family engagement. On a district level information for families is coordinated through the district website, which includes links for information about each school. Information to help parents support students during virtual learning will be provided including information on wellness and mental health resources during the pandemic. Parents can quickly contact any school staff via email. The district also uses technology to send mass phone calls and text messages. This year, an application with Power School will be set up to allow parents easier access to the parent portal for our student information system on their cell phones.

All teachers will use Google Classroom. Parents will be encouraged to sign up for weekly notification emails that will communicate student progress. Google Classroom calendars will be linked to teacher webpages on the district website to allow parents to easily check due dates for assignments.

To assist families with the use of technology during hybrid or remote instruction, video tutorials are being produced at all grade levels to help parents access Google Classroom, Parent Portal, and other instructional applications specific to each school.

Parents were included in the Restart Committee for each school and in the District Restart Committee. Schoolwide Planning Teams will be meeting 2x per semester in an effort to engage all stakeholders in school planning. Representative stakeholders include parents, community members, instructional staff,

non-instructional staff, and administration. These meetings will take place virtually during any school closure.

Academic Enrichment/Expanded After-School Learning

Academic tutoring for math and language arts will be provided virtually after school for grades K-6. Students will submit requests for such assistance through their grade level forms. Enrichment activities will be provided in grades K-6 by classroom teachers through the use of differentiated learning tasks.

Mentoring

Students working remotely in grades K-6 will meet virtually with teacher mentors on days when they do not meet with their assigned teachers. Student mentoring programs will be implemented as part of the I&RS framework to assist students at risk in all buildings. These supports will continue virtually and in-person as conditions allow.

Food Service and Distribution

Students eligible for free meals will be able to pick them up every Thursday beginning September 3rd from 1-4pm at the Laurel Springs Gym. Students will be given one week of meals for both breakfast and lunch. Students who are not eligible for meals may purchase them using the school payment portal. Nutri-serve will be sending out a letter with more information in the near future.

Quality Child Care

The District has reached out and contacted 10 Daycare centers within close proximity to Laurel Springs. All information has been relayed to families through the superintendent newsletter and website.

Leadership and Planning

Requirements to Reopen: Knowns and Unknowns

School districts are charged with the preparation of re-opening plans for modified in-person instruction and operations for the beginning of the 2020-2021 school year in accordance with specified guidance and standards. Many schools and district will have to operate at reduced capacity, necessitating the establishment of “hybrid” learning environments, where both in-person and remote services are provided as well as students who opt to have full remote instruction. Districts must also prepare to pivot to remote instruction at any time during the 2020-2021 school year.

To assist with planning, Restart Committees were formed at each school along with the district level to coordinate the overall reopening plan. Committee membership consisted of building and district level administration, teachers, parents, board of education members, union leadership and community members. Meetings were held on the following dates: June 29, 30, July 2, 8, and 15. Smaller sub-group committees met to develop plans to address health and safety as well as curricular needs for all student populations.

Through Restart Committees, strategies were established to prepare staff, students and families with clear, continuous communications, contingency plans for emergency closures, policy changes and schedules. A new district website will be available prior to the beginning of the 2020-2021 school year.

Pandemic Response Teams

Each school established a Pandemic Response Team to oversee implementation of the reopening plan, adjusting protocols and procedures as necessary, providing support and training, and reviewing school health data. Previously established crisis response teams were utilized to fulfill this responsibility. Membership of teams consisted of building administrators, parents, nurses, teachers, counselors and CST members.

T. Attanasi
R. Mahlman
D. McLaughlin
J. Diorio
L. Corrigan
T. Leidy
B.Hoffacker
L. Garvey

Scheduling

Parent surveys were utilized to identify parent choice for instructional models. Parents were asked to select in-person hybrid learning or full-time remote learning. Students will be placed into two groups based on parental selection. All siblings will be scheduled on the same days.

Group A- Students attend in-person on Monday and Tuesday from 8:30-12:30. They will alternate every other Wednesday with Group B students. They will be learning remotely on Thursday and Friday, and every other Wednesday.

Group B- Students will attend in-person on Thursday and Friday from 8:30-12:30 and will alternate every other Wednesday with Group A. They will be learning remotely on Monday, Tuesday, and every other Wednesday.

Students in Pre-K classrooms and identified self-contained special education settings will attend in-person Monday – Friday from 8:30-12:30.

Full Remote: Students will be provided instruction congruent to students in hybrid mode and will be required to remain in this mode for one marking period. Please see Policy 1648.02

Students enrolled in Hybrid Instruction are permitted to enroll in Remote Only at any time after notifying building administration. All in-person and full remote instruction will be afforded 4 hours of instructional contact consistent with N.J.A.C. 6A:32-8.3. In addition, one continuous session of two and one-half hours for kindergarten students.

Monday	Tuesday	Wednesday	Thursday	Friday
Group A In-Person	Group A In-Person	Hybrid alternates every other Wed. Pre-K, SE-SC are in-person on Wed. Full Remote is on Wed.	Group B Remote Learning	Cohort B Remote Learning
Cohort B Remote Learning	Cohort B Remote Learning		Cohort A Remote Learning	Cohort A In-Person
Pre-K, SE SC In-Person	Pre-K, SE SC In-Person		Pre-K, SE-SC In-Person	Pre-K, SE-SC In-Person
Full Remote Learning	Full Remote Learning		Full Remote Learning	Full Remote Learning

Staffing

Professional certificated staff will be provided with additional professional development to assist with transitioning from in-person instruction to hybrid and remote models. The 2020-2021 school calendar was revised to reconfigure full-day in-service days. Certificated staff will report for three days prior to the first day of student learning for training on COVID-19 protocols, implementation of various on-line platforms, development of interactive instructional videos and expectations for the classroom instruction.

Paraprofessionals will receive one full-day of professional development for COVID-19 training as well as instructional expectations. Paraprofessionals will be utilized to provide additional one-on-one supports to in-person and virtual learners as well as additional responsibilities of monitoring traffic patterns in hallways, stairwells and in the cafeteria. Clear guidelines will be provided by building administration.

In-Person Hybrid learning environments provide clearly defined roles and responsibilities. Teachers will be responsible for developing in-person lessons focusing on differentiated instruction, as well as interactive instructional videos for students on remote learning days.

Due to limitations in staffing and a shortage of quality substitute teachers, the district may need to close for periods of time for a health emergency if 20% or more of the staff is unable to perform their duties due to COVID-19 quarantine requirements.

Any staff member providing proper documentation will receive accommodations as applicable.

Educator Roles Related to School Technology Needs

Designated staff members per school will be assigned the role to assist on technology support per their grade levels. Using Title IIA Funds, these teachers will provide tutorial videos for support for staff members with technology concerns. A video library will be created for on-demand access of information.

Google G Suite will provide the learning platform for all grade levels and will be utilized for all staff/student communications. Additional on-line learning platforms have been purchased to assist with remote learning instruction and accountability: Such as but not limited to: Classlink, Screencastify, Pear Deck, Defined Learning, IXL.

Athletics

NJSIAA will be the governing body related to high school athletics. Therefore, middle school athletics will follow these same guidelines. Student athletes will be expected to follow all safety guidelines and will be excluded if they are symptomatic until cleared by medical professionals.

Policy and Funding

School Funding

Elementary and Secondary School Emergency Relief Fund

The ESSERF (Cares) Act funding is designated for the following expenditures:

- Speech/OT/PT services
- Hotspots
- Chromebooks/cases
- Tablets/cases
- Instructional PPE supplies
- Non-instructional PPE supplies
- ELL test kits
- Clerical salary

Federal Emergency Management Agency – Public Assistance

The District has submitted a FEMA – Public Assistance application for the purchase of the following expenditures that are a direct result of the declared emergency:

- Hand sanitizer
- Disinfectant and cleaning agents
- Plexiglass shields
- Electrostatic sprayers – handheld/backpack
- HVAC filters

State School Aid

State school aid has been reduced by approximately \$230,000. Appropriations for supplies and related equipment will be eliminated to offset the state aid reduction.

Purchasing

The District is continuing the use of approved co-operatives and State Contract pricing as much as possible for the purchase of personal protective equipment and cleaning supplies.

Use of Reserve Accounts, Transfers, and Cash flow

District reserve accounts were budgeted in full in 2020-2021 adopted budget. No additional approvals are required.

Costs and Contracting

The District participates in E-Rate funding for high-speed broadband connectivity and internal connections equipment. The District uses co-operatives and state contract pricing whenever possible.

New Jersey Cooperative Contracts

The District has memberships in the following cooperative contracts:

- Ed Data
- Camden County Ed Services

New and Revised District Policies

The District approved the following policies as they related to school closures and re-opening:

- Policy 1648: Restart & Recovery Plan
- Policy 1649: Federal Families First Coronavirus Response Act
- Policy 1648.02: Full Remote Instruction
- Policy: Hybrid Instruction
- Policy: Virtual Instruction

Continuity of Learning

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

At this time, students in the district deemed medically fragile are attending out-of-district placements. These students will follow the procedures in place for each respective program. The district does not currently service students deemed “medically fragile” in school buildings on campus. However, there are students who do have health impairments and have identified modifications through a health plan or 504. Guidelines will be followed in accordance with the Facilities Director as well as the school physician. We will identify students who may require accommodations through a review of student health plans and 504s as well as parent input. If needed, medical excuse for mask exclusion will occur with district physician review. Possible accommodations for not needing a mask include: Face shield in place of a mask, and remote learning options for those with medical concerns or who are unable to wear a mask due to a medical condition.

Data collected from last school year as well as new data gained in September will assist to identify maintenance, growth, or regression for students with IEPs/504s. The information will be used to help identify needs for compensatory education services. The district developed procedures for staff to begin completing evaluations and related services in-person. These services resumed on July 20, 2020. A safety plan for staff and students was developed based on the NJ Youth Summer Camp guidelines as provided by the State. The district will continue communication practices which follow federal and state law. This includes providing critical information about Project Child Find, Early Intervention, and the I&RS process by posting resources on the district website, sharing on social media platforms, distributing & posting flyers in community venues, and providing relevant staff contact information. Students receiving special education and related services will be provided with services as per their IEP to the greatest extent possible. If students’ IEPs need to be revised to address the delivery of instruction in various models including remote learning, the IEP team will meet to determine what additional services are needed. Student progress will be reviewed through data collection, observation, teacher input, and parent input.

Technology and Connectivity

The District will lean towards its technology policy to enable all students to utilize an internet capable device at home and at school. Chrome books have been purchased for students in grades K – 6. Surveys were conducted to determine the availability of internet access in each student’s home. Cellular hotspots have been provided to families in need of internet access based on survey information. The service has been upgraded to ensure equitable access to learning opportunities. All students and staff will have access to Google Suite applications, including email. Google Classroom will be the learning management system that is used across the district. Students will have access to online resources for textbooks and programs previously purchased by the district. A virtual helpdesk is being created for each school so that technological support can be provided to students, staff, and parents.

Surveys went out to all families in July identifying families who are in need of technology devices in addition to needing internet access. All families will be given chromebooks and information related to internet access. Building principals have been in contact with Comcast to help assure all wifi capability for families.

Additional technology devices have been ordered with monies through the CARES Act in case of devices not working or breaking.

Our IT personnel will be available (7) days a week for troubleshooting problems.)

Curriculum, Instruction and Assessments

Virtual and Hybrid Learning Environment – Curriculum

All district curriculum is aligned to the NJSLs and includes strategies for English language learners, students with IEP and 504 plans, enrichment and basic skills. The same curriculum will be presented to all students with learning activities adapted for hybrid and all remote instruction. Curriculum and pacing will be adjusted to allow for teachers to remediate any identified learning loss as a result of the school closure during the 2019-2020 school year. Adjustments will also be necessary to accommodate virtual or hybrid instruction.

Virtual and Hybrid Learning Environment – Instruction

Hybrid instruction will offer 3 days of in-person instruction and 2 days of remote. Groups will alternate in-person days on Wednesday's. "Flex Wednesday." The two remote days will consist of lectures, direct instruction, presentations, guided notes, videos, independent practice, etc. These lessons will be prerecorded by teachers weekly. To ensure students are accountable, each remote class will require students to complete something to be turned in through Google classroom by the end of the school day. In-person days will focus on student-centered instruction. Teachers will conduct formative assessments and reinforce concepts. This time will be used for class discussions, guided practice, lab activities, assessments, and differentiated instruction that includes re-teaching for students who need support.

Students who receive all instruction virtually will have access to the same virtual lessons as the hybrid students. Differentiated tasks will be assigned to students through Google Classroom. Remote students will attend scheduled meetings with each of their teachers on Wednesday's to receive differentiated instruction that will include re-teaching as needed.

Virtual and Hybrid Learning Environment – Assessment

All district curriculum includes formative and summative assessments aligned to the NJSLs. Students attending remote instruction will take summative assessments electronically. Students attending hybrid instruction will take summative assessments when they attend in person. Common benchmark assessments will be used in all grade levels to measure student progress in core content areas. Additional progress monitoring will be gathered using online programs.

Professional Learning

Professional Learning

High-quality professional learning is provided to district staff. The school calendar has been adjusted to allow for three days of training and collaboration to create video lessons to prepare for hybrid and virtual instruction. All teaching staff participated in Google Classroom training at the end of the 19-20 school year. Teachers have been encouraged to register for professional development opportunities over the summer. Title IIA funds will be used to pay for professional development activities as needed to provide ongoing training during the school year.

Mentoring and Induction

All novice teachers will be paired with an experienced mentor in accordance with the district mentoring plan. Mentoring conferences and observations can be conducted in person if possible or virtually as dictated by the current conditions.

Evaluation

Evaluations will be conducted using the district evaluation rubric, either virtually or in person. All teachers and observers receive training annually on the evaluation rubric. For teachers, one evaluation will be announced and include a pre-conference. All tenured staff will receive at least two evaluations and non-tenured staff will receive three. A post-conference will be held after each evaluation either virtually or in person. All certified staff receive a summative evaluation. Any changes to this plan would be in accordance with the guidance of the NJDOE.

Future Considerations

We are preparing to implement the revised NJSLs in Visual and Performing Arts, Science, World Languages, and Career Readiness, in September 2021. We are also preparing to implement the revised NJSLs in Comprehensive Physical Education, Social Studies, and Computer Science, in September 2022.

Should the need arise to close schools for extended periods of time, student schedules have been developed to ensure that the transition is seamless. Students will remain with classroom assignments and follow similar schedules. In addition, when safe, students will be able to return to full-time in-person instruction and remain with the same classroom assignments for consistency.