



Waterford Township
School District

The Road Back:
Restart and Recovery Plan for Education

July 30, 2020

Lighting the path to success, one child at a time.

Conditions for Learning

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

Critical Area	District Actions and Person(s) Responsible
<p><u>General Health and Safety Guidelines</u></p> <ol style="list-style-type: none"> 1. Establishing and maintaining communication with Health Dept; track local conditions 2. Develop "high risk" criteria and share with staff and families 3. Reasonable accommodations for students and staff at <i>higher risk</i> 4. Promote behaviors that reduce spread 5. Training 	<ol style="list-style-type: none"> 1. The superintendent will respond to any outreach from the Camden County Health Department in order to address positive cases of COVID-19 that impacts the district/school community that may have been reported to them to commence contact tracing and case investigation. Should the district/school report to the health officer about staff, students, or any person with a close relationship to the school that tested positive, that information will be verified by the health department before it commences contact tracing and case investigation. All positive persons will undergo contact tracing and case investigation whether the information was first passed through the school or came automatically through the health department communicable disease surveillance system. The Camden County Health Department will handle all contact tracing and have staff available to perform contact tracing and case investigation. 2. High Risk Criteria <ol style="list-style-type: none"> a. Chronic lung disease or asthma (moderate to severe) b. Serious heart conditions c. Immunocompromised d. Severe obesity (BMI of 40 or higher) e. Diabetes f. Chronic kidney disease undergoing dialysis g. Liver disease h. Students with complex disabilities with IEPs 3. Reasonable Accommodations <ol style="list-style-type: none"> a. Remote learning b. Telework when appropriate 4. Promote behaviors that reduce spread <ol style="list-style-type: none"> a. Know how COVID 19 spreads b. Stay home when sick c. Avoid close contact when not wearing a mask (6ft apart)

	<ul style="list-style-type: none"> d. Hand hygiene and respiratory etiquette <ul style="list-style-type: none"> i. Wash hands frequently, using soap and water, for at least 20 seconds. ii. Always cover your mouth and nose with a tissue or the inside of your elbow when coughing and/or sneezing e. Wear a cloth face covering when unable to social distance f. Clean and disinfect <p>5. Staff and students will be trained in understanding behaviors that reduce the spread</p>
<p><u>Classrooms, Testing and Therapy Rooms</u></p> <ol style="list-style-type: none"> 1. Student desks, workspaces, and eating spaces separated by 6'. 2. Physical barriers 3. Face coverings when social distancing not possible 4. Limit use of shared objects and supplies 5. Ventilation 6. Hand Sanitizer 7. Hand-washing stations 8. Early Childhood Considerations 9. Medically Fragile Students 10. Belongings from home 11. Use of larger spaces (gyms, cafeteria, auditorium) 12. Scheduling/Movement 13. Training 	<ol style="list-style-type: none"> 1. Most classrooms in Waterford Township are configured with tables. Classrooms that have desks will be separated 6' apart. If this is not possible, physical barriers will be put in place. 2. Plexi-glass barriers have been ordered for classrooms that are configured with tables. Each table typically seats four to six students. Tables will be divided for four seats regardless of size. 3. When students are sitting in the space provided with a physical barrier he/she will not be required to wear a mask, however when the students move about the classroom or school facility masks will be required. 4. Communal supplies will be prohibited. Each student will be provided with the supplies needed for learning. 5. Our schools utilize a (BAS) Building Automation System which regulates the HVAC system. There is a fresh air component that brings the fresh air into the rooms to decrease the CO2 levels. 6. Hand sanitizer will be provided for each classroom. In addition, hand sanitizer stations will be placed throughout the school for use. 7. Where appropriate hand-washing stations will be set up in classrooms. Most classrooms already have sinks for handwashing. Students will wear masks walking to the bathrooms and continue to do so in the bathroom to prevent the need for barriers in the restroom. In addition, the number of students will be limited in the restroom. 8. It has been recommended that Early Childhood students follow similar procedures as their peers in grades 1-6. There are exceptions, however. Preschool classrooms will sort toys and provide

	<p>students with an individual bin for each day they are in school. Handwashing procedures will remain the same. Eliminating lunch and naptime would greatly reduce the spread of germs and respiratory droplets (children are not permitted to wear a mask during nap). During lunch, staff are often needed to open student snacks, lunch bags, juice, etc. Staff would be required to change gloves or wash hands in between openings for each student. Soft toys will be stored away for the upcoming school year, and any soft surfaces that can't be thoroughly cleaned or disinfected need to be stored. Toys will be washed/disinfected in between cohorts, and bedding will be required to be washed after two days. Soiled bedding will need to be taken home the same day.</p> <ol style="list-style-type: none"> 9. The district does not service any medically fragile students. However, if a student enters the district, and is considered medically fragile, accommodations will be made. 10. Students will be limited on the belongings they bring to and from school. 11. If social distancing is not possible within the cafeteria, students will each lunch in his/her classroom. Physical education classrooms will be outside when possible or in the classroom. Classes will be scheduled 15 minutes apart for appropriate change of equipment and cleaning of door handles etc. Materials will not be used until properly disinfected. 12. Each building will be provided a schedule for Wellness, Hygiene, and movement. Classroom teachers should adhere to this schedule to ensure appropriate social distancing is in place. 13. Staff and students will be trained on the appropriate protocols for classrooms social distancing, movement, and sanitization.
<p><u>Transportation</u></p> <ol style="list-style-type: none"> 1. Social distancing on buses 2. Cleaning 3. Board buses 4. Windows 5. Drivers 6. Aides 7. Aide in Lieu 8. Waive busing 9. Training 	<ol style="list-style-type: none"> 1. Since social distancing will not be possible on the bus, all students and staff will be required to wear a face covering on the bus. 2. The bus will be properly disinfected between runs whenever possible. At minimum, the bus will be cleaned between the Hammonton and Waterford runs. 3. Since social distancing will not be possible on the buses, students will board buses with masks. In addition, students should either socially distance or

	<p>wear a mask at the bus stops. Children will be required to have a mask on before they board the bus. If a child refuses to wear a mask for a non-medical reason, the bus driver reserves the right not to allow the child on the bus.</p> <ol style="list-style-type: none"> 4. Windows will be open on the buses when possible. 5. Drivers will be trained properly to adhere to social distancing requirements. 6. Aides will only be available on the bus routes that typically have an aide. 7. Aide in Lieu is available upon request. 8. The district will communicate the social distancing and cleaning expectations to encourage parents that are not comfortable with the requirements to waive transportation. 9. The transportation department will be trained on the protocols of the district.
<p><u>Student Flow, Entry, Exit, Common Areas</u></p> <ol style="list-style-type: none"> 1. Student and Staff Self-Check 2. Location and Process for student and staff health screenings 3. Procedures for symptomatic students or staff 4. Policy for when person tests positive 5. Parent Education 6. Face Coverings: School Staff and Visitors 7. Students (above age 2) 8. Visitors without masks 9. Training 	<ol style="list-style-type: none"> 1. Staff and students (parents) are encouraged to self-monitor for a fever prior to coming to work/school. 2. All staff and students will be temperature checked upon entry. The fever threshold has been identified by the school physician as 100.4. 3. Any staff or student exhibiting a fever will report to the isolation room for further direction. The school nurse will dress in full PPE to determine the appropriate steps to address the concern. Should it be decided the student/staff member should go home, the student/staff member will be provided with appropriate protocols for return to school. 4. The school physician and department of health have provided guidelines for students/ staff members that test positive within the district Standing Orders. 5. Parents will be informed of the policy and procedures prior to the start of the school year. If a student becomes ill or suspected of being symptomatic, a flyer with protocols will be provided at the time. 6. All staff members will be required to wear a face covering when social distancing cannot be accommodated. A face shield may be worn when social distancing can be accommodated. All visitors must wear a face mask upon entrance to the building. 7. Students will be required to wear a face mask. Mask breaks will be incorporated into the school

	<p>day.</p> <ol style="list-style-type: none"> 8. If a visitor refuses to wear a face mask entrance will be prohibited. 9. Expectations for social distancing and face coverings will be provided prior to the start of the school year. Teachers will establish clear routines and procedures for students at the start of the school year. A map of each building will be provided to illustrate student flow, entry, exit, and common areas.
<p><u>Contact Tracing</u></p> <ol style="list-style-type: none"> 1. Educate staff, families, and the broader community on the role of contact tracing in keeping communities safe. 2. Develop policies with Dept of Health, including triggers to activate and notification protocols 3. Identify how district can help w/contact tracing 4. Identify staff member who will be in charge of notifications and carrying out contact tracing policy, ensuring compliance with FERPA and HIPAA 5. Communications system to allow staff and families to self-report symptoms/suspected exposure 	<ol style="list-style-type: none"> 1. The district provided information to families during the District Steering Committee meeting on July 8th. Administrators and nurses took a course on Contact Tracing through Johns Hopkins University. 2. The district will contact the Department of Health when there is a positive case of COVID19. 3. The district will keep cohorts organized and share information in compliance with FERPA and HIPAA 4. The superintendent and any designee(s) will work closely with the Camden County Health Department to support any efforts towards identifying students/staff necessary to facilitate contact tracing for confirmed COVID-19 cases that impact the district/school community. 5. The district will provide an anonymous survey for parents and staff to complete in the event that there are symptoms or suspected exposure. In addition, each school will encourage families to report student absences using our current protocol.
<p><u>Facilities Cleaning Practices</u></p> <ol style="list-style-type: none"> 1. Develop a procedures manual to establish cleaning/disinfecting schedules for routine and post-positive case instances 2. Increase cleaning high-touch surfaces 3. Bathrooms 4. Water fountains 5. Hand Sanitizer 6. Provide sanitizing wipes to staff, cleaner and disinfectant to custodians and staff 7. Bus cleaning/sanitizing procedures 8. Add physical barriers in schools, 	<ol style="list-style-type: none"> 1. The Supervisor of Facilities and Maintenance will develop a Cleaning/Disinfectant Manual. All custodial staff will be trained on the procedures and expectations prior to the start of the school year. 2. High-touch surface areas will be cleaned throughout the day through scheduled cleaning. 3. Bathrooms will be cleaned after each scheduled hygiene class has used them. A schedule of these times will be provided to each building custodian. 4. The use of water fountains will be prohibited unless filling a water bottle. 5. Hand sanitizer will be provided to each classroom. The custodian will routinely check hand sanitizer stations for refill. 6. All staff members will be provided hand sanitizer

<p>where needed</p> <p>9. Training</p>	<p>and wipes at the start of the school year. Refills will be available upon request.</p> <p>7. See transportation section.</p> <p>8. See classroom, testing, and therapy rooms.</p> <p>9. TTI Environmental will be utilized to train the custodians with proper techniques and also with Cleaning/Disinfecting Procedure Manual.</p>
<p><u>Meals/Food Service</u></p> <p>1. Develop cafeteria schedule and procedures for students</p> <p>2. Develop cafeteria procedures for food service staff</p> <p>3. Types of meals to be served</p>	<p>1. The class size has been reduced significantly for social distancing purposes. In addition, this enables the cafeteria to operate on a modified schedule ensuring all students can eat in the cafeteria while practicing social distance.</p> <p>2. Each class of twelve students will sit at two clearly marked tables with social distancing protocols in place. The tables will be marked for seating purposes. In addition, proper signing to practice social distancing will be put in place throughout the cafeteria to ensure the students understand the appropriate distance he/she must stand while waiting in line to get his/her meal or throw trash away when the meal is complete. Students will wash his/he hands before and after lunch to prevent the spread of germs. Tables will be disinfected prior to the next group of children coming into the cafeteria.</p> <p>3. A Hot and a Cold Meal option will be available. Both options will include all the components to meet the meal requirements of a Reimbursable meal. Meals will be served in a closed container and the milk choice handed to the student by the server along with their pre-ordered meal choice.</p>
<p><u>Recess/Physical Education</u></p> <p>1. Groups: If groups are at recess simultaneously create 6' separation</p> <p>2. Hygiene</p> <p>3. Playground equipment</p> <p>4. Locker Rooms</p> <p>5. Equipment</p> <p>6. Mixing cohorts</p>	<p>1. Students will have lunch, recess, and physical education with a cohort of children. Two classes of twelve children will be in the same cohort. Each cohort will have an assigned area to play outside during recess. Physical education will be outside as frequently as possible in the winter months, physical education will be held in the all purpose room/ gym. Activities will be established to engage in social distancing practices.</p> <p>2. Students will wash hands before and after recess and physical education.</p> <p>3. The playground equipment will be closed until further notice.</p> <p>4. N/A</p> <p>5. In addition, each class will be provided with a bag</p>

	<p>of jump ropes, balls, frisbees, etc. The equipment will be thoroughly cleaned after each use.</p> <p>6. Two classes will be grouped together to create a cohort of children during recess and enrichments. When social distancing cannot be ensured, students will be required to wear a mask.</p>
<p><u>Field Trips, Extra-Curricular Activities, Use of Facilities by Outside Groups</u></p> <ol style="list-style-type: none"> 1. Social distancing 2. Field Trips 3. Assemblies, Large Group Gathering 4. Use of Facilities by Outside Groups 5. In-Person Gatherings Outside School Hours 	<ol style="list-style-type: none"> 1. N/A 2. Field trips will be postponed through the pandemic. Consideration for virtual field trips will be considered where appropriate. 3. Assemblies and large group gatherings will be postponed through the pandemic. If a large group gathering i.e. promotion ceremony is necessary, a committee will be formed to establish appropriate protocols of social distancing. 4. During the 2020-2021 school the building will not be used by outside groups. 5. The district will not be planning gatherings outside of school hours for 2020-2021 school year.
<p>Social Emotional Learning (SEL) and School Culture and Climate</p>	
<p><u>Educator Well-Being</u></p> <ol style="list-style-type: none"> 1. Support educator well-being so they may best support students 2. Staff Wellness Program 	<p>Educator Well Being</p> <ol style="list-style-type: none"> 1. SEL/Wellness Committee created to address concerns and brainstorm solutions to district's SEL/Wellness needs 2. The district will provide time for a refresher course in SEL programs during the summer PD days <ol style="list-style-type: none"> a. Wellness Surveys taken once a trimester to help SEL/Wellness Committee make informed decisions to address concerns b. Provide time for teachers to voice concerns 3. The district will launch a staff Wellness Initiatives to address both physical and mental wellness. <ol style="list-style-type: none"> a. Wellness Wednesdays- Weekly emails to staff with health and wellness tips. Each month will address a different wellness theme. b. In addition, the district will create a blog piece that will accompany our Wellness Wednesday initiative. This will allow for staff to comment and provide their experience using the resources. c. Wellness Bulletin Board in each building displaying resources d. Looking to build in time throughout the school year for teachers to debrief with

	regards to the school year.
<p><u>Trauma-Informed SEL- Before September</u></p> <ol style="list-style-type: none"> 1. Staff and Student Trauma 2. Importance of SEL to student success 3. Staffing for SEL needs Deliberate Opportunities to Connect 4. Professional Development 5. Establish system of check-ins with students and families 6. Prepare/Review agreements with mental health service providers 	<p>Trauma-Informed SEL- Before September</p> <ol style="list-style-type: none"> 1. Counselors available to meet with students to address trauma related to COVID and/or other concerns <ol style="list-style-type: none"> a. Licensed professional counselor available to meet with teachers to address their student concerns b. Employee Assistance Program available to address staff needs; user friendly flyer created and will be made available to staff 2. The school schedule has been modified to include 105 minutes of Social Emotional Learning time to address the needs of the students. 3. A licensed professional counselor consults with the district to address SEL and Mental Health needs in addition to two full time counselors in the district. 4. Professional development has been provided to support the teachers as they deliver the Sanford Harmony and Healthy U curriculums in the district. A refresher course will be made available. The MTSS will also include a curriculum for teachers to follow for each curriculum. 5. Universal screening tool will be used as part of our Multi -tiered system of support to identify students with greater needs. <ol style="list-style-type: none"> a. Ongoing counselor support for staff and students as outlined in our Multi-tiered System of Support. 6. Employee Assistance Program through Rutgers Health <ol style="list-style-type: none"> a. EAP Flyer
<p><u>Trauma-Informed SEL- School Year</u></p> <ol style="list-style-type: none"> 1. Create opportunities for staff and students to reflect on SEL competencies 2. Careful Conversations around impacts of COVID-19 3. Training 	<p>Trauma-Informed SEL- School Year</p> <ol style="list-style-type: none"> 1. Additional time has been built in to the schedule to address SEL needs <ol style="list-style-type: none"> a. Hygiene, Health and Wellness time has been established twice a day 2. Staff will be provided PLC time and common prep time to discuss COVID concerns 3. PD time in September to discuss cultural competencies, equity and SEL <ol style="list-style-type: none"> a. Additional training for hygiene

	practices
<u>School Culture and Climate</u> 1. Positive School Culture	1. Involvement in NJ PBSIS 2020-2023 cohort 2. Continue with Bucketfiller, ROAR and Wildcat Mentor program to meet current needs 3. Partnership with the local Police Department to create a program to support students 4. Partnership with local sports association and community leaders to create a program to support students 5. Partnership with local Boys and Girl Scouts of America to create a program to support students. 6. Partnership with H&SA for additional student resources
<u>Utilizing the Strengths of Staff</u> 1. School Leaders 2. Student Support Staff 3. Teachers	1. The district has established several committees that will be used to address the various needs of the staff, students and parents in the district. These committees are led by various administrators in the district who hold weekly meetings. This information is then turn keyed to the District Steering committee who shares this information with the public. 2. Student support staff members will serve as mentors as a part of our Multi-Tiered System of Supports for the district. 3. Teachers will serve as mentors as a part of our Multi-Tiered System of Supports for the district.
Multi-Tiered System of Supports (MTSS)	
1. Universal Screening 2. Collaborative Problem-Solving Teams 3. Family Engagement 4. Data-based Decision Making	<ul style="list-style-type: none"> • MTSS

Wraparound Supports

1. Mental Health Supports
Primary Health and Dental Care
2. Family Engagement
3. Academic
Enrichment/Expanded
After-School Learning
4. Mentoring

1. The principals will coordinate with the nursing staff with regards to primary health and dental care
2. The principals in each building will communicate with parents through monthly newsletters and blackboard announcements.
 - a. Back to School night will be revised to address parent and student needs in these new learning environments.
 - b. Information sessions will be provided throughout the school year to address any new concerns that arise.
3. We are monitoring the current situation and do intend to provide after school tutoring for students once we have established all safety protocols and have identified the students in need of this service.
4. Mentoring supports can occur between staff and students in a peer to peer and staff to student capacity. Community resources may be utilized to provide a way to stay connected through programs, such as Girl/Boy Scouts, youth sports organizations, police and fire departments, health/fitness clubs, etc.

Food Service and Distribution

Honor our moral imperative to feed students

1. TR- Hybrid Schedule-Two option menu. Students will have lunch and breakfast in the classroom. Afternoon groups will be provided with bagged breakfast and lunch for the following day as most students will have eaten those meals before they arrive at school for the PM session.
2. ATCO- split sessions for lunch in the cafeteria
3. Assumption- Lunches will be delivered to the school- 8 classrooms 2nd and 3rd grade
4. WES- split sessions with half of students eating in the classroom and the other half outside for recess. Working on staffing for these groups **or** possible rotation of students socially distanced in lunchroom with other half outside for recess (up to 45 students in lunchroom @ 3 students per table)
5. If this district must go into a completely remote learning environment, the district will continue food distribution every other Wednesday at the WES building.

Quality Child Care

<p><u>More families may need childcare</u></p>	<ol style="list-style-type: none"> 1. We will operate on five days a week at each school from 6:45 am to the start of the school day and then from the end of the school day until 6 pm. In addition, at Thomas Richards Elementary School, we will be offering wraparound care for Kindergarten and Preschoolers for both am and pm sessions during the school day. 2. Just Kids is following the Guidance for NJ Childcare Facilities on Covid-19 Related Health and Safety Requirements issued by the NJ Department of Children and Families. These requirements include assigning and maintaining children in consistent groups of 10 with designated staff, maintaining a 10 foot distance between groups, screening students and staff at each session for symptoms, extensive hand washing/ sanitation practices, as well as minimizing sharing of materials. Screening includes temperature checks as well as asking required questions prior to entering the program.
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Leadership and Planning

Requirements to Re-Open

<i>Critical Area</i>	<i>District Actions and Person(s) Responsible</i>
<p><u>What We Know</u></p> <ol style="list-style-type: none"> 1. Public Health Trends Support School Re-Opening 2. Schools Must Reopen for In-Person Instruction Start of School Year 3. Many Schools Will Operate on Reduced Capacity 4. Districts Need to Prepare to Pivot to Remote Instruction 	<ol style="list-style-type: none"> 1. A Health Liaison has been appointed to continue to monitor trends in data as well as attendance as planned prior to shifting into remote learning in March. 2. The district is offering three models in an effort to meet parents where they are in their comfort level with the current pandemic. The following instructional models have been established with a reduced class size of no more than twelve (12): <ol style="list-style-type: none"> a. In-person- Five days a week b. Hybrid- Group A (Monday/ Tuesday), Rotating A/B cohorts, (Wednesday), and Group B (Thursday/ Friday) [Note: adjustments to the hybrid days may need to be made to reflect childcare accommodations for staff] c. Remote- Five days a week 3. The class size will not exceed twelve (12) students. 4. Staff will be trained to plan for a shift to remote learning. Virtual learning will be infused within daily

	<p>instruction to begin acquainting the students with remote learning as well as plan for students in the hybrid/remote settings.</p>
<p><u>Operational Requirements</u></p> <ol style="list-style-type: none"> 1. Prepare Buildings and Grounds 2. Form Pandemic Response team in the District 3. Clear Communications Protocols 4. Adopt Contingency Plans in Event Schools Must Close 5. Collect Feedback from Stakeholders 6. Key Considerations re: Policy and Practice Changes 	<ol style="list-style-type: none"> 1. Entry, exit, and student flow have been established for each of our buildings. The procedures are different at each building, but the goal is to decrease the volume entering and exiting the building through the same doors. Where necessary, social distancing procedures are established, but for the most part, staff and students will be required to wear masks when transitioning. 2. Pandemic Response Team <ol style="list-style-type: none"> a. Brenda Harring, Superintendent b. Bill Wilhelm, Board President c. Dan Fox, Assistant Superintendent d. Patrick Davidson, Principal e. Heather Kondas, Principal f. Julie Lyons, Director of Elementary Education g. Shaun Leavey, Teacher h. Dawn Agoston, Association Leader i. Kami Hall, Atco Nurse 3. Communications have been ongoing through the month of July. Stakeholder groups were formed for Facilities/Operations, Curriculum/Technology, and Wellness/SEL. A district steering committee with representatives from each committee met weekly in a public Zoom meeting to provide parents and stakeholders with an overview of the planning process. 4. Distance learning and use of Google Classroom and SeeSaw will figure prominently into plans, with a combination of live (synchronous) and other independent (asynchronous) activities for remote learning. The district has created a district-wide all-remote schedule, which includes both synchronous and asynchronous learning experiences for students (using Zoom to deliver live instruction; SeeSaw and Google Classroom for LMS's). The district is working with families to ensure that everyone who needs a device has one, as well as connectivity - also keeping in mind that any plans for technology support may require individualized solutions for some students. Our ability to provide those individualized solutions would depend, in part, on the restrictions and/or guidelines put in place by the Camden County Health Department.

In any situation, such as a community-wide quarantine that required the closure of all schools for more than just a few days, Waterford Township Schools would make every effort to continue providing educational programming in an age-appropriate manner. Doing so is important to maintain learning and to provide students with a sense of normalcy and a positive focus during a stressful situation.

5. Multiple parent surveys have been given over the reopening planning months to determine parent comfort level with sending children to school, transportation options, and learning options. In addition, staff members have been surveyed to identify health and/or child care concerns. This is in addition to the stakeholder committees, stakeholder subcommittees (preschool, hybrid staff, special education, etc.), BOE presentations, parent and special ed parent Zoom meetings, and grade level meetings.
6. Health related policies have been reviewed and revised by our health professionals.

School-Level Pandemic Response Teams

Establish School-Level Pandemic Response Teams (PRT)

1. Identify PRT in Each School
2. Identify Responsibilities of PRT

1. Atco- Brenda Harring, Kami Hall, Shaun Leavey, Lila Kelley
Thomas Richards - Patrick Davidson, Deb McCarthy, Michele Biggs, Samantha Zuzulock
Waterford- Heather Kondas, Erica Ravenkamp, Dawn Agoston, Christine Costante
- 2.

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential Employees Per Category
Administration	Superintendent, Business Administrator	Oversee & Coordinate Operations, Maintain Business Office Operations	2
Maintenance	Maintenance Staff	Provide access to district facilities	2
Custodial	Custodians	Clean and sanitize buildings	5
Technology	Information Technology Staff	Assist staff with implementation of remote access and instruction	3

Food Service Personnel	Food Preparation	Two days per week- Food Preparation	10
Food Service Personnel	Food Delivery	One day per week- Food Pick-Up	5

Scheduling

What Counts?

1. School Year, School Day
2. Recommendations
3. Hybrid Guidelines

1. 180-day school year
 - a. In-Person School Day: PK/K: 4.25 hours; Grades 1-6: 6.5 hours
 - b. Hybrid: On all-remote days, 2 hours of synchronous instruction & 2 hours of asynchronous learning will take place (with screen time requirements adjusted appropriately for preschool); on days when the other cohort attends in-person, remote students will receive synchronous instruction and asynchronous work to complete
 - c. Remote: At least 2 hours of synchronous instruction and 2 hours of asynchronous, standards-based learning in Grades K-6 (see hybrid/remote section of plan for additional details); Preschool will follow the NJ DOE remote guidance for Preschool, which limits screen time for young learners but actively involves parents in the child's learning, using additional online platforms to support lesson planning/delivery/student learning/parent outreach (Ready Rosie & Creative Curriculum Cloud).
2. Recommendations: The district will train families in ways to best support student learning at home, as our youngest learners require more structure and supervision. Teachers will aim to support students in-person and remotely to maintain a seamless continuity of learning. The district will offer both live and pre-recorded training sessions, with a "library" of resources for parents to access as well.
3. The district will incorporate a 2-cohort hybrid model.

Implementation Strategies

1. Communication
2. Attendance
3. Access to Technology

1. The district will continue to use its website to provide links, updates, and communications under its COVID-19 section. The data coordinator will maintain the district website to keep it updated and current.

<ul style="list-style-type: none"> 4. Professional Development 5. Feedback Loops 6. Contingency Planning 7. School Personnel 8. Access to Supports 9. Class Schedules 10. Accommodations 11. Learning Management System 	<p>Mass communications will continue to be pushed out via Blackboard and Social Media at 5:00 nightly, as needed. Continued grade-level / building-level / district-level meetings will allow the district to be responsive to any evolving needs, and to determine what communications stakeholders need. The district will also continue to work with the Camden County Educational Services Commission to implement its Communication Action plan.</p> <ul style="list-style-type: none"> 2. Attendance monitoring will be documented via Realtime for in-person, hybrid, and remote students. Regardless of the learning environment, the parent must call the school to report an absence. Documentation will be necessary in accordance with the District's Attendance Policy. In the event a student is unable to log on during the teaching time in the schedule, the parent must contact the teacher and explain the situation. The teacher must notify the principal and guidance counselor to determine how the student will receive an equitable education. 3. The Technology Coordinator, curriculum department, and buildings have assessed families' needs for devices/connectivity. The technology coordinator has assessed district tech needs and will work with stakeholders to prioritize and deploy technology efficiently to classrooms and families. The Technology Coordinator and Director of Elementary Education will coordinate seamless integration of online teaching and other content via Learning Management Systems and other online tools. 4. The district will offer PD for staff for any new online technologies. 5. Stakeholder meetings, team leaders, PLCs, grade-level meetings, administrative meetings, etc. are used to maintain consistent communication and troubleshoot as problems arise. 6. The Curriculum & Special Education Departments are working closely together to consider individual student needs, as well as planning for remote instruction in the event of a sudden switch to full-remote instruction. Staff is being asked to familiarize students and families with all online technologies in the event of a sudden switch to all-remote instruction. 7. Contingency plans with teaming have been established to anticipate coverage of staff in the event of absences. Schedules are being created
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	<p>that allow educators to support all students, in-person, hybrid, and remote learners.</p> <ol style="list-style-type: none"> 8. SEL MTSS for both students and staff. 9. The district will use Google Classroom and SeeSaw as LMS's; remote learning expectations will limit screen time appropriately; support student stamina for online learning; and utilize technology (Zoom) to support co-teaching and to maintain connections with peers outside of cohorts.
<p>Staffing</p>	
<p><u>Guidance</u></p> <ol style="list-style-type: none"> 1. Mentoring 2. Educator Evaluation 3. Certification 	<p>The district will follow all current and emerging guidance, being flexible and accommodating with respect to the following areas: mentoring, educator evaluation, and certification:</p> <ol style="list-style-type: none"> 1. Mentoring https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml 2. https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml EdTPA https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml 3. Certification https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
<p><u>Instructional Staff</u></p> <ol style="list-style-type: none"> 1. School Operations 2. Instructional Contributions 3. Wellness 4. Feedback and Assessment 5. Materials 	<ol style="list-style-type: none"> 1. Instructional staff is being utilized to leverage smaller class sizes and small cohorts of students with limited group interactions. Staff will be used to support safe entrance, exit, and restroom procedures. They will also become familiar with online platforms - and help students/families to become familiar with those platforms as well. 2. Staff will continue to plan standards-based lessons with predictable routines/structures, while remaining flexible to respond to individual needs. 3. Wellness is a major component of the 2020-21 instructional schedule, to provide teachers time to address health, hygiene, and social-emotional needs. 4. Online platforms will continue to be utilized to provide timely feedback to students and parents. Clear instructional guidelines have been created and will be communicated with staff, students, and families. 5. Stakeholder committees are planning for materials distribution to ensure that parents have the

	<p>necessary materials available, at no-cost to them (especially for preschool).</p>
<p><u>Administrators</u></p> <ol style="list-style-type: none"> 1. School Operations 2. Instructional Contributions 3. Wellness 4. Staff w/ Health Concerns 5. Evaluation 6. Scheduling 	<ol style="list-style-type: none"> 1. Administrators will work with staff to ensure safe, efficient operations of each school building. Schedules are being developed that minimize the number of students in the hallways at any one time, keep building entrance/exit procedures efficient and safe, and maximize instructional time (while still taking into account the additional wellness, SEL, etc. needs of staff and students). 2. Instructional aides will be used to support the teachers with both in-person and remote instruction. Administrators will collaborate to provide PD opportunities for staff and families to maintain high-quality instruction in all learning environments. Instructional expectations will be communicated to establish consistent, comprehensive learning experiences and support for students. 3. The administrative team will continually assess teacher, student, and parent needs. Remote platforms will be used to continue virtual “face to face” interactions with students and parents. 4. Administrators will consider roles for staff with health concerns, and leverage them to enhance virtual learning to the greatest extent possible. Staff members will be surveyed to identify accommodations for health and child care as appropriate. 5. The district will follow all current and emerging guidance from the NJ DOE with respect to teacher and administrator evaluation. 6. Scheduling has taken into account family preferences for learning environments (all-remote, hybrid, in-person) and teacher needs/accommodations. The schedule includes time for hygiene/safety protocols and wellness/SEL activities, while maximizing instructional minutes to the greatest extent possible.
<p><u>Educational Services Staff</u></p> <ol style="list-style-type: none"> 1. School Operations 2. Support Teaching 3. Wellness 	<ol style="list-style-type: none"> 1. Educational services staff will push into classrooms (with the exception of individual counseling and some contracted service providers), to continue service delivery while minimizing student movement in the building. They will assist with the development of implementation of adjusted schedules, and communicate with teachers and families to provide timely feedback and support. 2. Educational services staff will support teachers by

	<p>providing services that complement classroom instruction. Online support may be used as a suitable alternative to avoid in-person contact when possible.</p> <p>3. Educational services staff will lead small group instruction that embeds SEL into lessons.</p>
<p><u>Support Staff</u></p> <ol style="list-style-type: none"> 1. School Operations 2. Instructional Contributions 3. Wellness 	<ol style="list-style-type: none"> 1. Support staff will assist the classroom teachers to support safe operations within the building and classroom. 2. Support staff will provide real-time support during in-person and virtual sessions. They will also facilitate the virtual component of synchronous online interactions. 3. Support staff will work with the teacher to support student wellness and SEL. Family workers will provide support to families via virtual platforms (preschool).
<p>Educator Roles Related to School Technology Needs</p>	
<p><u>Preparation</u></p> <ol style="list-style-type: none"> 1. Support 2. Access 3. Devices 4. Setup 5. Training 6. Teaching Assistants 	<ol style="list-style-type: none"> 1. The district employs a full time Technology Coordinator, a full time Technician, and a part time technician to support the hardware and software of the district. The technology department maintains a full service Helpdesk software that is integrated with Google Chrome making it simple for staff to enter technology requests. 2. A technology survey and follow-up phone call are being used to ensure all families have remote access and connectivity. 3. For Chromebooks, the district maintains a 1:1 device to student ratio for grades 2-6 with a 2:1 ratio for 1st grade students for in-district usage. A needs assessment conducted recently determined that less than 10% of our 3-6 grades students would need a device at home to supplement their personal devices for remote learning. 4. Chromebooks are assigned specifically to students for their use during their tenure at WTSD. Each student will utilize the same device each year and will be able to take the chromebook with them upon graduation. Should the need arise to quickly return to 100% remote learning, each student will be able to take their chromebook with them when leaving the buildings, however students at this time are not taking them home each night. 5. A website will be developed where students and parents can access user guides, training videos and other information about the hardware and software

	used by the district. 6. Instructional assistants will support teachers and students during virtual learning.
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Policy and Funding

School Funding

<i>Critical Area</i>	<i>District Actions and Person(s) Responsible</i>
<u>ESSE Relief Fund (CARES)</u> <ol style="list-style-type: none"> 1. Allocation and Uses 2. Rules 	<ol style="list-style-type: none"> 1. Cares Act funds will be used first for any COVID related expenditures
<u>Federal Emergency Management Agency (FEMA)</u> <ol style="list-style-type: none"> 1. Eligibility 2. Uses 	<ol style="list-style-type: none"> 1. After the CARES Act funds are depleted, the business administrator will track COVID related costs for submission to FEMA for reimbursement. 2. FEMA funds can be used for COVID related costs.
<u>State School Aid</u> <ol style="list-style-type: none"> 1. Accounting 	<ol style="list-style-type: none"> 1. The Business Administrator will create an accounting structure to track COVID related expenses.
<u>Purchasing</u> <ol style="list-style-type: none"> 1. Procedures 	<ol style="list-style-type: none"> 1. The Business Administrator will ensure that all applicable purchasing laws and regulations are followed.
<u>Reserve Accounts, Transfers, Cash Flow</u> <ol style="list-style-type: none"> 1. Unexpected Needs 2. Emergency Accounts 3. Transfers 4. Cash Flow 	<ol style="list-style-type: none"> 1. The Business Administrator will transfer funds from other line item accounts for unexpected needs. 2. Assembly bill 4178 would allow school districts to use Capital Reserve funds for certain emergency expenditures. 3. The Business Administrator may have to recommend a transfer from Fund Balance if necessary. 4. The Business Administrator does not foresee any cash flow problems.
<u>Costs and Contracting</u> <ol style="list-style-type: none"> 1. E-rate program 2. Cooperative Contracts, Purchasing Information, and resources for Districts and Families 	<ol style="list-style-type: none"> 1. The school district uses the E-rate system for reimbursement of technology costs. 2. The district is a member of several purchasing cooperatives for multiple sources for supplies.

Continuity of Learning

Student Growth, Special Populations

<i>Critical Area</i>	<i>District Action and Person(s) Responsible</i>
<p><u>Student Growth 2019-2020</u></p> <ol style="list-style-type: none"> 1. Assumptions Student Growth 2. Prioritizing Students Who Need In-Person instruction Most 	<ol style="list-style-type: none"> 1. Use data collected from March 2020, June 2020, and September 2020 in order to identify maintenance, growth, or regression. (Special Education Teachers, CST, Special Services Director, Principal) <p>Data sources:</p> <ul style="list-style-type: none"> ● March 2020 <ul style="list-style-type: none"> ○ Benchmark assessment scores, student work samples, IEP goals & objectives progress reporting, anecdotal records ● June 2020 <ul style="list-style-type: none"> ○ Student Highlight information sheets, Instructional Tracking logs, remote learning attendance, student work samples, IEP goals & objectives progress reporting, anecdotal records ● September 2020 <ul style="list-style-type: none"> ○ New benchmark assessment scores, review all data points from March and June, Complete the Compensatory Education Needs checklist <ol style="list-style-type: none"> 2. Identifying students who would greatly benefit from in person instruction versus continuing with remote learning will be decided based on several factors: <ol style="list-style-type: none"> a. Overall participation and attendance during remote learning b. Identify IEP goals & objectives, modifications, related services that have had limited success in a remote setting c. Parent comfort level in sending their child back into the school building. d. Limited access to internet and/or a computer device e. Parent capacity for assisting their child at home <p>(Special Education Teachers, CST, Special Services Director, Principal, Parent)</p>

Delivery of Special Education and Related Services

Students with Special Needs

1. Medically Fragile Students
 2. Growth Students with Disabilities
 3. Evaluation Processes
 4. Postsecondary Plans
 5. Communication
1. The District does not currently service students deemed "medically fragile," 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 & Operations Coordinators as well as the school physician
 - a. Identify students who may require accommodations through a review of student health plans and 504s as well as parent input.
 - b. Medical excuse for mask exclusion with District physician review
 - Identify possible accommodations:
 - Frequent mask breaks that include use of plexi-glass barriers, wearing face shields, and maintaining proper social distancing
 - Remote learning options for those with medical concerns or who are unable to wear a mask due to a medical condition
 2. Use data collected from last school year as well as new data gained in September to identify maintenance, growth, or regression. This will include academic as well as related services information. This should include new initial assessment data. This information will be used to help identify needs for compensatory education services. (Special Education Teachers, CST, Special Services Director, Principal)
 3. The District developed procedures to complete evaluations in June of 2020. Evaluation resumed on July 7, 2020. [A safety plan](#) for staff and students was developed based on the NJ Youth Summer Camp guidelines as provided by the State. (Special Services Director)
 4. Waterford Township is a PK-6 district. Students transition to Hammonton Middle school to complete the remainder of their school career. A transition plan from Waterford is not applicable.
 5. The District will continue communication practices which follow federal and state law. This includes providing critical information about Project Child Find, Early Intervention, district MTSS, and the I&RS process by posting resources on the district website, sharing on social media platforms, distributing & posting flyers in community venues,

	<p>and providing relevant staff contact information. (CST, Director of Elementary Education, Superintendent, Principals, Special Services Director, Special Services Office Manager)</p>
<p>Technology, Connectivity, Participation, and Platforms</p>	
<p><u>Technology and Connectivity</u></p> <ol style="list-style-type: none"> 1. Devices 2. Connectivity 3. Setup/Training 	<ol style="list-style-type: none"> 1. Chromebooks: the district maintains a 1:1 device to student ratio for grades 2-6 with a 2:1 ratio for 1st grade students for in-district usage. A recent survey determined that less than 10% of our 3-6 grades students would need a device at home to supplement their personal devices for remote learning. There are enough devices to provide those students with a device at home. 2. Internal connectivity is high speed broadband access for all students within the WTSD network. A needs assessment was completed recently with all but 2 of 420 families replying that they have broadband internet access at home. There are programs available to provide those families in need with LTE or low-cost broadband connectivity.
<p><u>Technology Considerations</u></p> <ol style="list-style-type: none"> 1. Tracking Participation Rates 2. Attendance 3. Platforms Technical Assistance 	<ol style="list-style-type: none"> 1. The district utilizes web-based applications in order to facilitate the use of remote learning and remote access. Any new application is reviewed prior to purchase to ensure that the program has an online component that is COPA and FERPA compliant 2. The technology department maintains a full-service Helpdesk software that is integrated with Google Chrome making it simple for staff to enter technology requests. Parents and students can also submit requests for technical assistance by emailing the IT helpdesk.
<p>Curriculum, Instruction, and Assessment</p>	
<p><u>Delivering High-Quality Instruction in Hybrid Environment</u></p> <ol style="list-style-type: none"> 1. Staff Training / Refinement 2. Equitable Access 3. Engagement 4. Assessment 5. Relationships 6. Consistency 	<ol style="list-style-type: none"> 1. Committee work in May/June (focused on ELA/Math) began discussions for staff training needs; Directors of Elementary Education and Technology facilitated the Instruction/Technology committee; the committee's instructional plans are driving the future PD needs for staff and families. Preschool needs will differ with respect to staff training, based on their requirements / curriculum / resources. The school calendar has been adjusted to provide additional in-service days in September, and the district has developed a training schedule.

2. The district administered a technology survey the week of 7/13/20 (with follow-up calls to non-respondents) to determine the district's technology needs. The district applied for the Digital Divide funding to ensure that students have access to a device and connectivity. Equitable access to a high-quality education will be ensured through smaller class sizes, partnering teachers to deliver virtual instruction/planning, and by continuing to implement best practices (differentiation, small group instruction, guided math, responsive literacy, etc.) as much as possible within the new social distancing guidelines and other facility requirements. Professional development that focuses on SEL, trauma-sensitive practices, cultural competency, best practices for virtual learning - along with training families to support their children - will contribute to an equitable education as well.
3. The district has developed plans to deliver in-person, hybrid, and remote instruction that will optimize engagement through live/synchronous instruction, coupled with asynchronous/independent work. Online assessments (pre-assessments, interim, formative & summative) will be utilized to quickly and efficiently gather data to inform instruction, meet individual students' needs, and drive curriculum decisions. Online preschool resources will help support family engagement and extend learning at home.
4. The district has planned for online formative, summative, interim, and pre-assessments to determine students' current needs (learning loss, etc.); assess growth and proficiency; inform instruction / curriculum planning; and monitor progress. The district continues to transition from paper/pencil tests (especially in the primary grades) to online formats, to accommodate both in-person, hybrid, and remote options. Preschool's ongoing, observation-based assessment system will continue to be used, in-person. The district is collaborating with the curriculum developers to explore the online assessment options that will work during remote instruction.
5. Relationships: Wellness and Social-Emotional Learning has been taken into account in planning the daily schedule (which includes a daily Morning Meeting time for all grade levels). The remote

	<p>learning plan provides time for teachers to maintain home/school communication, via synchronous instruction, time to meet with small groups and individual students, and time for teachers and parents to communicate with one another.</p> <p>6. By creating remote instructional expectations, a template for instructional schedules and adjusted pacing guides that reflect district programs, curriculum, philosophy, and assessment, the district will ensure consistency both within grade levels and across grade levels. In preschool, use of online tools will allow consistent sharing of resources and information between home and school.</p>
<p><u>Virtual and Hybrid - Curriculum</u></p> <ol style="list-style-type: none"> 1. Loss of Learning and Learning Gaps 2. Accelerated Learning 3. Prioritize Learning Goals 4. Communication 5. Consistency 	<ol style="list-style-type: none"> 1. Staff met in grade level teams to determine instructional gaps, and they documented their notes in grade-level "gap" documents, which reflect the NJSLs. Then, committees worked during May & June 2020 to examine the gap documents and use that information to determine priority standards, adjust pacing guides, and link additional resources to grade-level topics/standards for additional scaffolding and support, if needed. The adjusted pacing guides will provide a roadmap for teachers during the 2020-2021 school year. The district will also use online assessments to identify specific student needs as the year progresses (ex - Personal Math Trainer's "Show What You Know" as a formative assessment; LinkIt's ELA / Math benchmark / interim tests, etc.). 2. For all subjects, the emphasis was on accelerated learning, with a strengths-based mindset (instead of a deficit model) for planning. For math, the committee used Achieve the Core and NCTM's guidance documents for accelerated learning. 3. Extra time has been allotted for hygiene protocols and wellness during the instructional day, but grade-level instruction (and teaching to grade-level standards) is the expectation, with teachers using pre-assessment and formative assessment data to determine where and when to provide additional support to students. In adjusting pacing guides, the district has been prioritizing standards, allotting more time and depth to standards that may have been missed last year, while knowing that addressing all standards with

	<p>the same emphasis as a “typical” year may not be possible. In math, for example, a focus on the major standards for the grade level will be emphasized, and the scope and sequence of units reflects this prioritization. In ELA, for instance, genres that may not have been taught in-person during the previous year will be given more instructional time (with the teacher still teaching to grade-level genres and writing standards). See #1 & 2 for additional details regarding prioritization of learning goals.</p> <ol style="list-style-type: none"> 4. The district continues to survey families and maintain ongoing communication with them to address any inequities in access to academic, social, or emotional supports that may be needed. Consistent communications take place, which include 5:00 p.m. mass communications as needed, district stakeholder “town hall” meetings, collaboration and communication with the Board of Education, and stakeholder subcommittees that include parents, teachers, and administrators. 5. By creating remote instructional expectations, a template for instructional schedules and adjusted pacing guides that reflects district programs, curriculum, philosophy, and assessment, the district will ensure consistency both within grade levels and across grade levels. In preschool, use of online tools will allow consistent sharing of resources and information between home and school. These expectations have been communicated during voluntary grade level meetings and stakeholder committees; additional in-service time will be utilized to review these expectations.
<p><u>Virtual and Hybrid - Instruction</u></p> <ol style="list-style-type: none"> 1. Shared understanding 2. Types of Learning 3. Goal 4. Clarity 5. Creativity 	<ol style="list-style-type: none"> 1. A shared understanding among staff, students and families regarding learning expectations and anticipated environments are being communicated through zoom meetings (teacher meetings, parent meetings, BOE meetings, etc.), remote instructional expectations, a template for instructional schedules and adjusted pacing guides. Staff, student, and parent training will further assist in developing a shared understanding of expectations.

Learning Option Procedures (as per 7/24/20 NJ DOE guidance):

All students are eligible for full time remote learning. The district has established deadlines each trimester to submit remote learning requests (July 31, 2020; October 31, 2020; February 15, 2021), and requests outside of these deadlines will be addressed on a case by case basis.

Building principals/vice principals are the points of contact (Dr. Brenda Harring; Heather Kondas; Patrick Davidson; Ashley Power).

The expected timeline for approving requests is by the end of each trimester, at the latest.

Families must provide the following documentation for their request, at a minimum: completion of the Google Form/Survey, which requires contact information for the parent, child's name and grade, and selecting the request desired (remain in current learning environment; move from in-person or hybrid to remote; or move from remote to in-person or hybrid).

For students with disabilities, the district will determine if an IEP meeting or IEP amendment will be needed for full time remote learning.

Upon satisfaction of these minimum procedures, the district will approve full time remote learning requests.

Scope/Expectations

The remote option will include the same quality/scope of instruction and services as any other students participating in district programs, including standards-based instruction and access to necessary technology, and special education/related services to the greatest extent possible. The district will adhere to length of school day requirements pursuant to N.J.A.C. 6A: 32-8.3, local attendance policies, and any other local policies governing service delivery.

The district will define any additional services in transitioning to full remote, if needed. The district will endeavor to provide support/resources for families to meet the remote expectations.

Transitioning from Full Time Remote to In-Person:

The minimum amount of time a student must spend in full time remote learning before being eligible to transition to in-person services is 1 trimester. Exceptions to this minimum will be made on a case by case basis.

The district has established deadlines each trimester to submit a change in learning option request (July 31, 2020; October 31, 2020; February 15, 2020), and requests outside of these deadlines will be addressed on a case by case basis.

Building principals/vice principals are the points of contact (Dr. Brenda Harring; Heather Kondas; Patrick Davidson; Ashley Power).

The expected timeline for approving requests is by the end of each trimester, at the latest.

Families must provide the following documentation for their request, at a minimum: completion of the Google Form/Survey, which requires contact information for the parent, child's name and grade, and selecting the request desired (remain in current learning environment; move from in-person or hybrid to remote; or move from remote to in-person or hybrid).

Teachers and administrators will collaborate with the student and parents to tailor a transition plan that will assist in the transition, anticipate learning needs, and maintain continuity of services. For preschool students, the district will consult the preschool curriculum providers regarding appropriate measures to assess a Preschool student's learning progress during this transition.

Reporting

The district will report data to the NJDOE as directed that relates to participation in full time remote learning. This data will include: number of students participating by subgroup: economically disadvantaged, by major racial/ethnic subgroup; students with disabilities; ELLs.

Communication

The district will provide clear, frequent communication in their home language to ensure this flexibility is as readily accessible as possible. The district will provide opportunities to review the district's full time remote policy; procedures for submitting requests; [scope/expectations](#) of full time learning; transition from fulltime remote to in-person and vice-versa; procedures for ongoing communication/addressing questions/concerns.

2. Teachers will be teamed to plan for and deliver instruction in the 4 core content areas (Math, ELA, Social Studies, and Science). For in-person instruction, teachers will utilize technology to connect classrooms together for live mini-lessons. During remote instruction, teachers will collaborate in similar teams to deliver synchronous (live) instruction, as well as develop asynchronous learning opportunities. Hybrid instruction will include a combination of in-person instruction and remote learning. Hybrid instruction will allow the district to deliver both remote and in-person instruction for preschoolers. Note: The district will use Zoom as its platform for live instruction. Teachers and paraprofessionals will follow the [District's instructional schedule](#) for live instruction. Instruction will not be recorded.
3. The goal is to continue to deliver high-quality instruction, while meeting students' individual needs. In planning for instruction, the district has utilized as many current resources as possible to maintain its philosophy of teaching and learning,

	<p>as well as to provide a continuity of learning and help staff/students apply familiar practices/materials to a “new normal.” Where additional platforms or programs were needed, the district has developed solutions to address each obstacle, which has led to the creation of the remote instructional expectations and template for instructional schedules. Preschool expectations blend new guidelines and expectations with the philosophy of the preschool curriculum.</p> <ol style="list-style-type: none"> 4. The remote instructional expectations and template for instructional schedules clearly define the type/length of activities, types of interactions (small group, whole class, etc.), resources to use, and a blend of synchronous/asynchronous approaches. Preschool schedules define type/length of activities, and the district will be using online tools and resources. 5. The district is creatively using and sharing its resources to provide optimal learning experiences for students. By teaming teachers with one another, one can support the other during online instruction, with new technology platforms, and in sharing materials/resources with more teachers/classrooms (due to the increased numbers of rooms to decrease class size).
<p><u>Virtual and Hybrid - Assessment</u></p> <ol style="list-style-type: none"> 1. Types of Assessments 2. Assessment Strategy 3. Professional Development 4. Importance 	<ol style="list-style-type: none"> 1. The district will use LinkIt and Edulastic to administer interim assessments. They will utilize Edulastic, HMH's Personal Math Trainer, Running Records, anecdotal evidence, the PAST assessment, and STAR Math to gather formative, summative, and pre-assessment data. Preschool's ongoing, observation-based assessment system will continue to be used, in-person. The district is collaborating with the curriculum developers to explore the online assessment options that will work during remote instruction. 2. Adjusted pacing guides and the benchmark calendar indicate the different types of assessments and when/how they should be used. 3. Professional development will be provided in online platforms that will be used to administer assessments and pull information/generate reports. 4. PLC time will be utilized to focus on using assessment data for collaborative discussions and making instructional/curriculum decisions.

Professional Learning

1. Remote/Hybrid Learning
2. Learning Loss/Gaps
3. Planning Time
4. Technology
5. Ongoing Professional Learning
6. Professional Development Plans
7. Mentoring
8. Evaluation
9. ScIP
10. Provisional Teachers, Non-Tenured Teachers, Corrective Action Plans

1. The district will provide professional development that prepares teachers for remote/hybrid learning, including: use of online meetings (Zoom); online LMS's such as SeeSaw and Google Classroom, using the online Personal Math Trainer, administering LinkIt summative & interim assessments online; Ready Rosie & Creative Curriculum Cloud). We will also provide training in SEL, trauma-sensitive practices, and cultural competency.
2. Learning Loss: PLC time will be utilized to focus on using assessment data for collaborative discussions and making instructional/curriculum decisions with respect to learning loss.
3. Planning time will be used for teachers to plan for delivery of instruction and sharing materials as needed (both physical and digital).
4. In-service at the beginning of the year will spend a significant portion of time providing technology PD to staff (see #1 in this section for additional information).
5. As needs evolve and the district evaluates the effectiveness of its professional development, ongoing professional learning will be tailored to meet ongoing and emerging needs.
6. PDP's will remain flexible and adaptable to changing needs. Learning new technologies and virtual instructional methods may be counted toward an educator's 20 hours.
7. Induction and mentoring will be provided for novice provisional teachers and those who are new to the district. Teachers are trained in Danielson, as well as receiving curriculum training, SIS training, and training in other district policies & procedures. Mentors and mentees will continue to meet and document their hours either in-person (following safety protocols) and/or remotely. Administration will provide ongoing opportunities for novice teachers to meet quarterly to share their experiences, ask questions, and engage in professional dialogue (e.g. Professional Book Club) - as well as use collaborative tools to maintain a sense of communal support.
8. The district will follow DOE guidance to modify observation schedules as needed and will involve their ScIP to review procedures that may be impacted due to hybrid/remote learning environments. Administration will create the

evaluation schedule in accordance with any new guidance.

9. The district's SCIP committee will continue to meet and review PD plans, mentoring, and professional learning, making adjustments as needs evolve.
10. The district will continue to consider best practices and follow the guidance, requirements and deadlines with respect to supporting Provisional Teachers, Non-Tenured Teachers, Corrective Action Plans, as per the DOE, statute, district policies and procedures, etc.