East Windsor Regional School District

Restart and Reopening Plan
August 3, 2020

East Windsor Regional School District Mission Statement
Through a safe, inclusive learning experience that is grounded in best practices, students in the East Windsor Regional School District will develop and strengthen academic, social, and emotional skills needed in order to be successful, productive citizens.
East Windsor Regional School District

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<td>Ram Ramachandran-President</td>
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<td>Christina &quot;Tina&quot; Lands - Vice President</td>
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<td>Mark Daniels - Superintendent of Schools</td>
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<td>Erin Servillo - Assistant Superintendent for Human Resources</td>
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<td>Sandy Small - Assistant Superintendent for Curriculum and Assessment</td>
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<td>Paul Todd - Business Administrator/Board Secretary</td>
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EXECUTIVE SUMMARY

For the majority of 2020, the COVID-19 pandemic has continued to impact a multitude of aspects in our lives. The education of our students was no exception. As we look forward to the beginning of a new and somewhat unique school year, the following document will serve as the framework designed to address the health, safety, wellness and learning needs of students and staff.

The EWRSD Restart and Reopening Plan is based on the guidance provided by the NJDOE’s Road Back - Restart and Recovery Plan for Education that was released on June 26, 2020. This guidance is intended to provide educators, administrators and families with the information necessary to safely reopen our schools in an effort to address our students’ unique needs during this unprecedented time.

The Plan presents guidance related to four key subject areas:
1. Conditions for Learning
2. Leadership and Planning
3. Policy and Funding
4. Continuity of Learning

In addition the following 10 areas of critical operations need to be addressed in the district’s Restart and Reopening Plan:
1. General Health and Safety Guidelines
2. Classrooms, Testing, and Therapy Rooms
3. Transportation
4. Student Flow, Entry, Exit, and Common Areas
5. Screening, PPE, and Response to Students and Staff Presenting Symptoms
6. Contact Tracing
7. Facilities Cleaning Practices
8. Meals
9. Recess/Physical Education
10. Extracurricular Activities and Use of Facilities Outside of School Hours

The information provided in this document is a reflection of the contributions of many dedicated stakeholders who provided input via their participation on various committees and planning teams. In addition, the feedback gathered from several parent surveys and community forums has influenced the information contained within this plan.
To date, our most recent parent survey has received almost 5000 responses. A summary of the survey results is as follows:

- **Educational Model Preferences/Selections**
  - Hybrid - 56%
  - All Remote - 44%

- **Will your child take the school bus?**
  - Yes - 45%
  - No - 18%
  - Not applicable - 37% (All Remote)

- **Does your household have broadband/high speed internet?**
  - Yes - 96%
  - No - 4%

- **Does your child have access to a chromebook/iPad/laptop/desktop computer?**
  - Yes - 89.5%
  - No - 10.5%

- **If available, will you need to have your child to attend the Kidcare Extended Day Program?**
  - No - 93%
  - Yes: AM & PM - 4%
  - Yes: PM Only - 3%

In effort to maintain a reduced capacity of students within buses, buildings, and classrooms, the EWRSD has developed a plan that provides an All Remote and a Hybrid In-Person educational model for students. Students will be organized into two cohorts (A and B). Students following the hybrid model will attend school in person following an alternating A/B day schedule according to their assigned cohort. Hybrid students will follow an in-person early dismissal schedule combined with a remote learning schedule every other day (A/B/A/B/A/B). Students who are scheduled to follow an all remote schedule will virtually mirror the educational experience of their hybrid peers. When students are learning remotely (via hybrid or all remote), an emphasis will be placed on live instructional experiences that preserves the connection and relationship between the student and teacher during teaching and learning.

As the health landscape within the state of New Jersey has improved considerably since the height of the COVID-19 pandemic in March and April, COVID-19 continues to exist in our community, state and nation. Therefore, it should be noted that the information included within this plan is designed to be prepared to pivot based on the progress or challenges of the health condition reflected within our state and region.
INTRODUCTION

The East Windsor Regional School District is committed to prioritizing the health and safety of our students as we strive to provide each and every student with a quality educational experience. In June 2020, the New Jersey Department of Education released its Road Back document, in an effort to provide school districts across the state with guidance related to safely reopening schools. This document will serve as the framework developed by the East Windsor Regional School District, to safely restart and reopen our elementary, middle and high schools.

PURPOSE

This plan provides guidance to the East Windsor Regional School District and serves as the plan for reopening the District once instructed to do so during and at the end of a pandemic. This plan does not replace or supersede any laws or policies; it simply serves to assist in addressing additional concerns, challenges, and considerations specific to reopening with new guidelines in place.

DEMOGRAPHIC DATA

In order to effectively plan, the demographics of the East Windsor Regional School District must be considered. The demographics are as follows:

- Total students: 5214
- African American: 469 (9.3%)
- Asian: 886 (16.6%)
- Caucasian: 1512 (28.5%)
- Hispanic: 2189 (42.5%)
- Economically Disadvantaged: 2085 (39%)
- Limited English Proficiency: 677 (13.4%)
- Students with Disabilities: 574 (12%)

LEADERSHIP AND PLANNING

COMMUNICATION

The Superintendent will continue to work closely with the Coordinator of Communications to ensure all information regarding the district’s state of organizational readiness is communicated to the school community.

PANDEMIC RESPONSE TEAMS

The District’s Pandemic Team includes:
- Superintendent of Schools
- Assistant Superintendent of Human Resources
- Assistant Superintendent of Curriculum and Assessment
School Based Pandemic Planning Teams:
- Principals at each of the district’s six schools have established their own Pandemic Response Teams. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

REOPENING TEAM
- EWRSD Reopening of Schools Planning Team
  - Governance Subcommittee
  - Facilities Subcommittee
  - Instruction Subcommittee
  - School Operations Subcommittee
  - Technology Subcommittee
  - Wellness Subcommittee

The Pandemic Response and Reopening Teams will:
- Overseeing each school’s implementation of the district’s reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team’s decision-making.

REQUIREMENTS TO REOPEN
The Continuity of Learning section is influenced by the realization that uncertainties remain regarding the degree to which districts will be able to return students to brick and mortar education. Progress along the State’s multi-stage restart strategy will continue to dictate the
broad parameters under which sectors of New Jersey’s economy and society may reopen, including New Jersey schools.

### What We Know

- The public health data and trends as it currently stands support the reopening of schools for in-person operations in fall 2020.
- Absent a shift in the public health data, schools and districts must re-open for modified in-person instruction and operations at the beginning of the 2020-2021 school year, in accordance with the guidance and standards described in this plan.
- Pursuant to this plan, and the health and safety standards contained herein, many schools and districts will have to operate school buildings at reduced capacity. This might necessitate the establishment of “hybrid” learning environments, where schools and districts deliver both in-person and remote services.
- Districts need to be prepared to pivot to remote instruction at any time during the 2020-2021 school year.

### What We Do Not Know

- The nature and extent of future shifts in the public health data related to vulnerability to COVID-19.
- Whether shifting public health data will require any modifications to the standards and guidance described in this plan.
- Local circumstances and constraints: districts will have to plan schedules and other areas of operation in a manner that meets students’ local needs and complies with the standards set forth in this guidance.
- Whether schools will be required to close for in-person instruction and transition back to entirely remote programs at some point in the 2020-2021 school year due to shifting public health data.

### SCHEDULING

As per the NJDOE’s Road Back guidance, districts’ reopening plans must account for resuming in-person instruction in some capacity. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up to date guidance from the New Jersey Department of Health (NJDOH), as well the stakeholder input on the needs of all students and the realities of each unique district. School district policies for attendance and instructional time may require modifications for the 2020-2021 school year.

According to the Road Back Plan, “Hours of instructional time are not defined as a student’s time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher.” The New Jersey Department of Education (NJDOE) recommends districts prioritize flexibility and creative planning to maximize opportunities to learn with considerations for what is developmentally appropriate
for a student’s grade level and accommodate the varying levels of parent or guardian support during at-home instruction.

Systems which support in-person, fully virtual and hybrid learning should serve as the foundation for the development of a strategic plan for delivering instruction to students in alignment with the following core guiding principles:

- Lead with the health, safety, and wellness of students and staff as the top priority.
- Maintain the continuity of learning.
- Facilitate equity and ease of access to communications and resources.
- Flexibly accommodate the needs and varying circumstances of all learners.
- Incorporate educators, students, parents, and school boards and other community members in the local community into the entire analysis and planning cycle.

The NJDOE has recognized that a one-size fits all plan to accommodate hybrid or remote learning is neither feasible, nor appropriate, and has committed to supporting school leaders in developing their plans to reopen schools.

CONDITIONS FOR LEARNING

GUIDELINES FOR SAFETY, HEALTH, AND WELLNESS (10 Critical Areas of Operations)

In all stages and phases of pandemic response and recovery, schools must comply with the Center for Disease Control and Prevention (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Areas of Physical Safety:
- Social and emotional strategies will be incorporated to support student and staff safety, health, and wellness.
- Environmental factors that can impact educators’ capacity to teach and students’ capacity to learn.
- Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- EWRSD will develop contingency plans as needed for considering the needs of medically vulnerable students and staff and learners with special needs when developing plans for hybrid virtual and in-person instruction.
EAST WINDSOR REGIONAL SCHOOL DISTRICT

- EWRSD will develop plans to pivot to completely virtual learning to ensure a smooth transition if necessary and ensure students and staff are prepared to transition on short notice.
- EWRSD will adopt a policy for screening students and employees for symptoms of COVID-19 and history of exposure and must strive for social distancing within the classroom and on school buses.
- School staff and visitors are required to wear face coverings unless doing so would inhibit the individual’s health or the individual is under two years of age. Schools and districts must allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring students are seated at least 6 feet apart and considering the flow of student traffic around the room.
- Students will be required to wear face coverings and are required to maintain social distancing from others. Should a mask not be allowed due to a medical concern, a note must be provided. Accommodations will be made, such as the requirement to wear a face shield.
- Enhanced cleaning and disinfecting procedures will be implemented.

General Health and Safety Guidelines (Critical Area of Operations #1)
- In all stages and phases of pandemic response and recovery, the CDC recommends actions, which schools and districts should incorporate into reopening plans:
  o Establishing and maintaining communication with local and state authorities to determine current mitigation levels in the community
  o Protecting and supporting staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning
  o Following CDC’s Guidance for Schools and Childcare Programs
- Promoting behaviors that reduce spread:
  o Stay home when appropriate
  o Social distancing
  o Hand hygiene
  o Face coverings
  o Signs and messages
- Reasonable accommodations should be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
  o Cancer
  o Serious heart conditions
  o Immunocompromised
  o Severe obesity (body mass index, or BMI, of 40 or higher)
  o Diabetes
  o Chronic kidney disease undergoing dialysis
Type 2 diabetes mellitus
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

Classrooms, Testing, and Therapy Rooms (Critical Area of Operations #2)

- EWRSD will follow social distancing guidelines to the maximum extent possible.
- Face coverings are always required for visitors and staff unless it will inhibit the individual's health.
- EWRSD will minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.
- Schools and districts must ensure that their indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.
- Recirculated air must have a fresh air component. Open windows if A/C is not provided. Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- EWRSD will consult with HVAC specialists/engineers to complete an assessment of air handling, distribution and ventilation equipment, as well as air quality.
- Preventive maintenance will continue to be routinely completed on the following equipment: unit ventilators, exhaust fans, roof top units, air handlers.

Teach and reinforce healthy hygiene practices. (Critical Area of Operations #2)

- Train staff on healthy hygiene practices so they can teach these to students.
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- CDC offers several free handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good handwashing habits.
- Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.
Physical Distancing Measures (Critical Area of Operations #2)

- Physical distancing or “social distancing” will be adhered to following the Centers for Disease Control and Prevention (CDC) recommendation that schools "space seating/desks at least 6 feet apart when feasible."
- Social distancing is critical to lowering risk of spread of COVID19. The primary goal of social distancing is to decrease the potential transmission through respiratory droplets by persons in close proximity.
- Classroom capacity will be limited to no greater than 50% capacity or the assurance of 64 square feet per person, whichever is less.
- Visitors, including parents, will be discouraged from entering the school building.
- Physical barriers, such as plexiglass, will be considered in reception/main office areas and employee workspaces where the environment does not accommodate physical distancing.

Transportation (Critical Area of Operations #3)

- All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:
  
  o Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
  o Provide a certification that, before the route commenced, the required process was completed as required.

- Social distancing protocols and face coverings required on school buses.
- Student capacity on school busses will not exceed 50% (22 students) with one per seat.
- Plexiglass sneeze guards will be installed for each seat on the bus (including the driver).
- Enhanced cleaning/disinfecting protocols are implemented at the end of each run and at the conclusion of each day.
- May need to establish alternate drop off areas to minimize crowding at selected school locations.
- Bus drivers will be provided with PPE.
- Bus drivers will complete a daily CDC related COVID questionnaire at the beginning of each day.

Student Flow, Entry, Exit, and Common Areas (Critical Area of Operations #4)

- Each school has developed a process and locations for daily student and staff health screenings.
Physical distancing (six feet) protocols and face coverings are required for individuals waiting in line to enter or exit a building.

Physical guides, such as tape on floors or sidewalks and signs on walls, will be utilized to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways).

Minimize interaction of students between drop-off and entrance to school facilities.

Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.

Establish separate entrances and exits to school facilities where possible.

Require visitors and parent/guardians use their own pen for signing in/out.

Create “one-way routes” in hallways.

Maintain social distancing in hallways and common areas.

Minimize the number of non-essential interactions between students and staff throughout the school day.

Create student cohorts as an effective strategy to limit exposure and contact.

Limit commingling between classes or other district-set groups of students. Minimize large group gatherings.

Create a system that allows for physical distancing. Congregating in shared spaces and areas will be discouraged.

Provide hand sanitizer at school entrances.

Place signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).

Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).

Limit the number of students in the hallway at the same time by staggering release from classrooms.

If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).

Screening, PPE, and Response to Students and Staff Presenting Symptoms (Critical Area of Operations #5)

EWRSD will safely and respectfully screen students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If the district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, we will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

The policy for screening students and employees upon arrival for symptoms and history of exposure must include the following:
● Each day parents will be asked to complete a questionnaire and report on temperature checks completed at home.
● Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
● Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
● Results must be documented when signs/symptoms of COVID-19 are observed.
● Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

Protocols include:
● Establishment of an isolation room. Students and staff with symptoms related to COVID-19 must be safely and respectfully separated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
● Follow current Communicable Disease Service guidance for illness reporting.
● As needed- Personal Protective Equipment (PPE) will be available, accessible, and provided for use.
● Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
● Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19
● Written protocols/guidance to address a positive case.
● Encourage parents to be on the alert for signs of illness in their children and to keep them at home when they are sick.
● School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
● If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, entry to the school/district facility may be denied.

Additional Protocols:
● Students and staff will be asked to leave or not come into school if they or a member of their immediate household test positive for COVID-19.
● Students or staff members may be asked to be medically excluded should they exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:
  o A fever of 100° F or greater
  o Cough
Personal Protective Equipment (PPE) (Critical Area of Operations #5)
Special consideration should be given to protection for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.

Face Coverings and PPE
- Students must wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student’s health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Accommodations will need to be considered should medical documentation be presented to justify a modification to the district's requirement for students to wear a mask.
- For certain populations, the use of cloth face coverings by teachers may impede the education process. The district will consider providing products (eg, face coverings with clear panels in the front) to facilitate student learning among these populations, if the PPE is available.
- Students and staff must be trained in how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering.
- School health staff will be provided with appropriate medical PPE to use in health suites. This PPE should include N95 masks, surgical masks, gloves, disposable gowns, and face shields or other eye protection.
- The school district will provide all students and staff with washable cloth face coverings.
- Students and staff members will also have the choice to wear their own face coverings.

Response to Students and Staff Presenting Symptoms (Critical Area of Operations #5)
- Signs and symptoms of COVID-19 in children may be similar to those for common viral respiratory infections or other childhood illnesses.
● It is important for pediatric providers to have an appropriate suspicion of COVID-19, but also to continue to consider and test for other diagnoses.

● Individuals with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness.
  ○ Symptoms may appear 2-14 days after exposure to the virus. Individuals with these symptoms may have COVID-19:
    ■ Fever (100.4) or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.
    ■ This list does not include all possible symptoms. CDC will continue to update this list as more is learned about COVID-19.

● Students who have any symptom(s) consistent with COVID-19, will be respectfully placed in the isolation room until a parent/caregiver can pick them up from the school and referred to a healthcare provider for evaluation on whether testing is needed. PPE will be provided.

● Staff members displaying one or more of these symptoms will be respectfully sent home and advised to follow What to Do if You Are Sick and When You Can Be Around Others After You Had or Likely Had COVID-19.

● Suspected cases will be strongly encouraged to be tested for COVID-19 and will be provided with a list of testing sites.

● Students and staff who are COVID-19 positive or who have symptoms consistent with COVID-19 and have not had a medical evaluation or COVID-19 test are required to stay home at least until 10 days have passed since symptoms attributed to COVID-19 first appeared AND at least 1 day (24 hours) have passed since recovery defined as resolution of fever, without the use of fever-reducing medication AND improvement in respiratory signs and symptoms.

● If a student or staff member has been determined to have been in close contact with a suspected or positive case, as defined as within 6 feet for 15 or more minutes, they must remain out of school for 14 days after the last date of exposure, unless they test positive. If they test positive for COVID, they will follow the exclusion criteria established above.

● Students excluded from school due to a suspected or confirmed positive case of COVID-19 will receive remote instruction for the duration of exclusion.

● In all cases the school district will coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. Local health officials will collaborate with nurses and administrators to determine a course of action.

● Local health officials’ recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.

● During school dismissals, also cancel extracurricular group activities, and school-based afterschool programs.

● Consider dismissing students and most staff for 2-5 days. This initial short-term dismissal provides time for the local health officials to gain a better understanding of the COVID-19
situation impacting the school. This allows the local health officials to support the school to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

- Communicate with staff, parents, and students. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- Make decisions about extending the school dismissal. Temporarily dismissing schools is a strategy to stop or slow the further spread of COVID-19 in communities.
- The school district may consult with local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community.

Contact Tracing (Critical Area of Operations #6)
Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease. Upon notification that a resident has tested positive for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes.

The EWRSD will consult with local health departments and engage the expertise of school nurses to educate the broader school community on the importance of contact tracing. This will include:

- Developed in consultation with the board’s local health department and with school nurses employed by the board;
- Identify the criteria an individual must meet in order to activate the board’s contact tracing policy;
- Clearly describe the school or district’s responsibilities regarding notification of:
  o its local health department;
  o Staff, families and the public;
Identify the school or district’s role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.

Ensure adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and

- Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
- Designation of a staff liaison or liaisons responsible for providing notifications and carrying out other components of the board’s contact tracing policy could help ensure that notifications are carried out in a prompt and responsible manner.
- Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.

Facilities Cleaning Practices (Critical Area #7)
The EWRSD Building and Grounds Department will work to ensure that appropriate cleaning protocols are utilized at all times. Transmission of coronavirus in general occurs much more commonly through respiratory droplets than through fomites. Current evidence suggests that novel coronavirus may remain viable for hours to days on surfaces made from a variety of materials. Cleaning of visibly dirty surfaces followed by disinfection is a best practice measure for prevention of COVID-19 and other viral respiratory illnesses in community settings.

Protocols are in alignment with the guidance provided by the CDC:


The district’s custodial team will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements from local or state health departments.

- At the beginning of the school day, the following frequently touched areas will be cleaned:
  - Door handles
  - Door frames
  - Hand railings
  - Drinking fountains

- An early dismissal schedule without lunch served in cafeterias will provide time for additional cleaning and disinfecting.

- Garbage containers will be placed outside each room anytime food is introduced to classrooms. Custodians will circulate the building to ensure trash is removed.
of garbage containers in the hallway means that the custodian will not have to enter the room.

- Certain night time employees will be flexed to the day shift to assist with the cleaning process after dismissal.
- After students leave for the day, we will clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).
  - Classroom desks and chairs
  - Lunchroom tables and chairs
  - Door handles and push plates
  - Handrails
  - Kitchens and bathrooms
  - Light switches
  - Handles on equipment (e.g. athletic equipment)
  - Buttons on vending machines and elevators
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
  - Drinking fountains
- Bathrooms, in particular, will receive frequent cleaning and disinfection throughout the school day and a thorough cleaning will be performed after students and staff leave the building at the end of the day.
  - Each bathroom will have rotary paper towel dispensers (no air dryers).
- Once all students and staff have dismissed, the 1st shift custodians will collect all trash and clean a designated section. After a classroom is completed (sweeping, mopping, wiping down desks), the custodian will spray a sanitizing mist in the entire room before securing it for the evening.
- The 2nd shift custodians will be assigned a designated section where they will follow the same cleaning procedures.
- Backpack sprayers will be utilized as the last task at the end of the evening to ensure the entire building is sanitized.
- Set up the air scrubber each night.
  - Halls, offices and any other areas as needed.
- We are adding physical barriers, such as sneeze guards for office areas and teacher desks.
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least
Meals (Critical Area of Operations #8)
- In September students will not be “served” lunch and will not eat in the cafeteria.
- Since students following the hybrid model model will be provided with individually packaged “grab and go” boxed/bag lunches.
- Students may receive their take home grab and go lunch at the conclusion of the school day or eat within their classrooms (or outside) in a snack format.
- Students will also be permitted to bring a peanut free snack from home.
- Students in the hybrid model will also be provided with a grab and go lunch for the following “remote learning” day.
- Students will remain at least six feet apart when eating.
- Students will not share food.
- Proper hand washing protocols will occur before and after eating.
- Chartwells, our food service provider, will continue to offer grab and go food options for those students who select the All Remote Learning option.

Recess/Physical Education (Critical Area of Operations #9)
School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. Locker rooms will be closed and students will be encouraged to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

Recess will be modified to permit teachers to take their cohort of students outside each day (weather permitting). If groups of students are outside at the same time, they should have at least 6 feet of open space between them.
- Use cones, flags, tape, or other signs to create boundaries between groups.
- Always wash hands immediately after outdoor playtime.
- Stagger the use of playground equipment and establish frequent disinfecting protocols.
- Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor
markers, floor tape, poly spots, etc., to ensure separation among students (six feet for social distancing).

- Consider closing locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
- If not feasible to close, stagger use and clean and disinfect between use.
- Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.
- Designate specific areas for each class during recess to avoid cohort mixing.

Extracurricular Activities and Use of Facilities Outside of School Hours (Critical Area # 10)

- Any utilization of school facilities must follow district guidance on health and safety protocols.
- Should any extracurricular activities be allowed for school related purposes, any visitor, spectator, or participant must comply with applicable social distancing requirements and hygiene protocols.
- Maximize the use of technology and online resources to continue some extra-curricular activities without additional person-to-person contact.
- Restrict use of school/district facilities to district-sponsored extracurricular activities and groups.
- Limit public use of school facilities or design a method, such as scheduling or increased cleaning, to ensure the use will not conflict with hygiene standards.
- Consider the cancellation of field trips, assemblies, and other large gatherings.
- Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours.
- Signage regarding the need for social distancing and face coverings will be posted as well as communication with neighboring schools regarding district policy.
- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
● Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.

SOCIAL EMOTIONAL LEARNING, MENTAL HEALTH, AND WELLNESS

Social Emotional Learning (SEL)

● Considering staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of your students as they return to school. Schools are encouraged to examine the flexibility of their available funds to hire qualified individuals that can support these needs.
● Facilitating opportunities for connection and reflection among students, families, and staff (i.e., virtual town-halls, small group online meetings, surveys, etc.). It is critical that districts make time for these conversations and ensure that students’ voices are heard.

EWRSD will commit to establishing protocols to:
● Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family is able to connect with for any needed support.
● Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies.
● Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies.
● Commit to training around topics such as:
  o Potential increases in bullying behavior;
  o Grief, loss, and trauma;
  o Mental health and supportive behaviors;
  o Bias, prejudice, and stigma;
  o Preparedness, hope, and resilience; and
  o Fear and anxiety.

● SEL Lessons to focus on COVID-related issues as we transition into the school year.

Trauma-Informed Social and Emotional Learning

Districts must organize and prepare for the next school year acknowledging the potential trauma that staff and students have faced during the COVID-19 school closures. Trauma-informed SEL is an approach to fostering youths’ social-emotional development with practices that support all students, but is particularly inclusive and responsive to the needs of children and youth who have experienced trauma. The district has worked to establish reliable learning environments where students who have experienced adversities and trauma:
feel supported and connected;
are welcome to explore their strengths and identities;
can exercise their agency;
can develop meaningful, positive relationships with adults and peers; and
have access to the mental health supports they need.

School Climate
School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. The district maintains a school climate team in each school tasked with the following:

- Prioritizing the health and emotional well-being of staff and students above all else;
- Assessing the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- Planning to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.
- Providing school leaders and teachers with resources on SEL and trauma.
- Connecting with students and families to provide any needed supports.

For teachers:
- Embedding SEL skills and strategies in remote learning with students.
- Providing students with opportunities to connect with other students (within learning and socially).
- Being aware of any changes in student behavior and report concerns pursuant to district policy.

For student support staff:
- Providing professional development to colleagues in areas of expertise and attend professional development to obtain greater understanding.
- Supporting school leaders in establishing protocols for identifying and supporting students’ social-emotional needs and provide training to school staff on utilizing protocols.

Mental Health & Wellness Supports
Feedback from educators, parents, school administrators, mental health professionals, and students suggests that COVID-19 will have significant psychological and emotional impacts on students. Additionally, EWRSD recognizes the potential negative social and emotional impact on students and staff in an environment that requires minimized social interactions, face
coverings, and significant hygiene/cleaning protocols. Appropriate resources and support will be provided for students and staff to process the range of emotions one may experience as a result of COVID-19. EWRSD staff have and will continue to receive training related to Mental Health First Aid and Trauma Informed practices.

School Counseling Services
EWRSD continues to dedicate considerable resources to the social, emotional, and personal development as well as the intellectual and physical growth of students. A comprehensive school counseling program is an integral component of the district’s mission and is based upon standards in academic, career, and personal/social development. Within the our district we are fortunate to have the following counseling supports for students at each of our school levels:

**Elementary Schools:** 4 Counselor, 1 Interventionist

**Middle School:** 3 counselors, 1 Interventionist, 1 Student Assistance Counselors, 1 Rutgers University Clinician

**High School:** 8 Counselors, 1 Interventionist, 1 Student Assistance Counselors, 1 Rutgers University Clinician

School and student assistance counselors (SACs) are vital members of the educational team. School counselors assist students in the areas of academic achievement, personal/social development, and career development while SACs provide prevention and early intervention services to help students and their families receive the help and resources needed for improving overall well-being.

Rutgers University Behavioral Health Care Services
EWRSD will continue to leverage a partnership with Rutgers University Behavioral Health Care which currently provides two licensed mental health clinicians to support students, families, and staff as follows:

- On-Site Crisis Intervention & Screening
- Access to Mental Health Services
- Collaboration with Mental Health Providers
- Mental Health Awareness & Education
- Consultation to Support Current Practices

Referrals are made via school counselors and the school’s administrative team.
Child Study Team
Special Services works collaboratively with district staff, parents, and students to provide a free and appropriate public education to any student with a disability, ages 3 through 21, who is determined to be eligible for special education programs and/or services, per N.J.A.C. 6A:14. The administrative team provides leadership for a wide range of professional staff members and support personnel, including school psychologists, learning consultants, social workers, speech/language specialists, occupational therapists, physical therapists, sign language interpreters, special education teachers, and instructional assistants.

The East Windsor Regional School District provides a continuum of special education and related services to eligible students, including out-of-district programs in public and private settings, in-district self-contained classes, resource in-class and pull-out replacement programs, general education programs with appropriate accommodations and modifications, related services, and home instruction. All programs and services are based upon individual student needs as determined by each student's individualized education plan (IEP).

Intervention & Referral Services
All EWRSD schools have an I&RS Team for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavioral, or health difficulties and to assist staff who have difficulties in addressing students learning, behavior, or health needs. I&RS interventions are part of a larger district Multi-Tiered Systems of Supports (MTSS), a framework of academic and behavioral support and interventions to improve student achievement.

Mental Health Screenings
The district has established procedures for identifying students in need of individualized mental health interventions. All counselors and crisis teams are trained on those protocols.

COVID-19 Resources Web-Page
As part of the District's commitment to supporting the health and well-being of our school community, the purpose of COVID-19 web-page is to promote available wraparound services within the community. Students, families, and staff are encouraged to view this page to access these valuable supports and resources.
Quality Child Care
Child care will be needed, particularly in instances where public school schedules are modified or staggered which may increase the likelihood that families that otherwise would not utilize child care will now require it.

Districts should consider the following steps in incorporating child care considerations into their reopening process.

- Involve your contracted child care providers in your leadership and planning meetings.
- Plan for transportation from school to child care locations.
- Anticipate that children will need additional social emotional supports and coping strategies during drop-off and throughout the day, particularly children who are in an unfamiliar setting with new peers and new adults.

EWRSD Kidcare Extended Day Program
Kidcare is a division of the East Windsor Regional School District that provides both before and after school programming for students at:

- Walter C. Black Elementary School
- Ethel McKnight Elementary School
- Perry L. Drew Elementary School
- Grace N. Rogers Elementary School

For more information, please refer to the Kidcare webpage.

CONTINUITY OF LEARNING

STUDENT ATTENDANCE

Whether students select to follow a hybrid in-person schedule, or a remote learning schedule, they will need to be present during their assigned time for learning. However, we recognize that some challenges may be posed based on parent work schedules and other factors beyond a student's control and will address those situations on a case by case basis. While synchronous morning meetings may be effective for some populations, provide opportunities for students to show attendance asynchronously.

Student attendance is primarily monitored by the teacher. The teacher will reach out to parents if a student is “absent” and the parent has not reported them absent. If a teacher cannot determine a student's absence through their communication with the parents, they will notify the counselor and/or building administration. The building administration and/or counselor will work with the parents and counselors to resolve the attendance concern. This
same protocol will be followed when a student does not appear to be “present” during remote instruction.

CURRICULUM AND INSTRUCTION: Delivery of Remote and Hybrid Instruction

The EWRSD believes every individual has intrinsic worth, that embracing diversity enriches and empowers our community, and that people reach their full potential when encouraged to believe it is possible. Therefore, we will guide and support our students’ growth, empowering them to value their individual learning journeys. During these unique circumstances, this includes developing a process for schools to create and implement equitable learning experiences for each student based on their needs.

Overview of Educational Models

In-Person Hybrid Model:

Students in the EWRSD will follow an “A/B Day” schedule that will utilize an Early Dismissal Schedule. Students will alternate their in-person attendance each day (A/B/A/B). Students will be dismissed from school and will then be responsible for additional asynchronous or synchronous learning experiences. The following day students will be at home for synchronous (live) remote instruction. While in the school building, students and staff will be required to wear a face mask and social distancing requirements will be followed. Enhanced cleaning protocols will be followed as well as health screening of all students and staff entering the buildings.

Our plan for our fall return is based upon the following considerations:

- Schools will be physically open on a modified schedule.
- Based upon the parent selections into a hybrid schedule or virtual experience, the district will evaluate in-person configurations. The current plan will be to split class rosters into an “A Day” and “B Day” model to ensure social distancing rules are followed.
  - As previously shared, on an “A Day” - A class roster of 24 may be broken into two cohorts. Cohort A (less than 12 students) would attend school in person on an “A’ day, while Cohort B (less than 12 students) would attend virtually/remotely. During a “B Day”, Cohort A students would then participate via a remote model, while Cohort B students would attend school in-person.

- The modified schedule will be based upon our previously established early dismissal schedules.
All efforts will be made to ensure that siblings attending in-person classes in multiple buildings will be assigned to the same cohort rotation.

Students that attend in-person instruction will be expected to wear face coverings unless specific medical concerns are documented by a healthcare professional. Accommodations would then need to be implemented to ensure the safety, health, and wellness of all students and staff members.

Based on public health data, the school district will determine if after-school clubs, co-curricular activities, and athletic programs can proceed in-person. If not, a virtual option may be considered. Based on current health trends, there is a strong probability that district facilities will be closed to all after-school and weekend activities. Furthermore, there will be no public facility rental of district property until the public health crisis has been resolved.

Special Education programming will be based on each child’s IEP.

○ Across all grade bands, while adhering to CDC distancing guidelines, programs and related services for students with the most significant needs will be provided in-person, to the fullest extent possible.

All Remote Model:

This educational model and learning experience will be different from the virtual/remote learning that was used during this past spring. Remote learning will include scheduled synchronous learning, live interaction with teachers, and mandatory participation times.

Scheduling

Because scheduling should meet the needs of all learners, regardless of family circumstances, in-person, or hybrid learning environments, the schedules will include:

Elementary School

○ Students will participate in a shortened in-person day to minimize contact

○ Students will have access to special area classes, either during the in-person portion of the day or in the afternoon

○ Students will have access to small group instruction, either during the in-person portion of the day or in the afternoon

○ Students will have opportunities for outdoor experiences (weather permitting)

At the K-5 level students will engage in synchronous and asynchronous learning in both hybrid and remote models of instruction.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:15</td>
<td>8:45-9:15</td>
<td>8:45-9:15</td>
</tr>
<tr>
<td>Arrival &amp; Morning Meeting</td>
<td>Arrival &amp; Morning Meeting</td>
<td>Arrival &amp; Morning Meeting</td>
</tr>
<tr>
<td>Shared Reading 20</td>
<td>Fundations 30</td>
<td>Math I 35</td>
</tr>
<tr>
<td>9:35-10:00</td>
<td>9:45-10:05</td>
<td>9:50-10:20</td>
</tr>
<tr>
<td>Writing 25</td>
<td>Shared Reading 20</td>
<td>Fine Arts 30</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>10:05-10:35</td>
<td>10:20-10:40</td>
</tr>
<tr>
<td>Math I 30</td>
<td>Independent Reading 30</td>
<td>Shared Reading 20</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>10:35-11:05</td>
<td>10:40-11:10</td>
</tr>
<tr>
<td>Ind Reading 30</td>
<td>Fine Arts 30</td>
<td>Fundations 30</td>
</tr>
<tr>
<td>11:00 Lunch Delivered</td>
<td>11:10-11:30</td>
<td>11:10-11:30</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>11:05-11:40</td>
<td>11:10-11:30</td>
</tr>
<tr>
<td>Interactive Read Aloud 20</td>
<td>Math I 35</td>
<td>Writing 20</td>
</tr>
<tr>
<td>11:20-11:50</td>
<td>11:40 Lunch Delivered</td>
<td>11:30 Lunch Delivered</td>
</tr>
<tr>
<td>Fundations 30</td>
<td>11:40-12:00</td>
<td>11:30-11:50</td>
</tr>
<tr>
<td>11:50-12:15</td>
<td>12:00-12:20</td>
<td>11:50-12:20</td>
</tr>
<tr>
<td>Math II 25</td>
<td>Writing 20</td>
<td>Fundations 30</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>12:20-12:45</td>
<td>12:20-12:45</td>
</tr>
<tr>
<td>Fine Arts 30</td>
<td>Math II 25</td>
<td>Math II 25</td>
</tr>
<tr>
<td>12:45-1:15</td>
<td>12:45-1:15</td>
<td>12:45-1:15</td>
</tr>
<tr>
<td>Sci/SS 30</td>
<td>Sci/SS 30</td>
<td>Sci/SS 30</td>
</tr>
</tbody>
</table>

EAST WINDSOR REGIONAL SCHOOL DISTRICT

K-2 ELEMENTARY SCHEDULE EXAMPLE (SUBJECT TO CHANGE)
3-5 ELEMENTARY SCHEDULE EXAMPLE (SUBJECT TO CHANGE):

<table>
<thead>
<tr>
<th>Time</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:20</td>
<td>3A Homeroom/PLB</td>
<td>4A Homeroom/PLB</td>
<td>5A Homeroom/PLB</td>
</tr>
<tr>
<td>9:20-9:50</td>
<td>3A Math/SCI 40</td>
<td>4A Math/Science 80</td>
<td>5A Math/SCI 75</td>
</tr>
<tr>
<td></td>
<td>30 Minutes</td>
<td>30 Minutes</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>9:50-10:30</td>
<td>Math/SCI 40</td>
<td>10:00-10:30</td>
<td>9:55-10:35</td>
</tr>
<tr>
<td></td>
<td>3B Lib/ST/WL/SEL 30 Minutes</td>
<td>B1 ELA/Math 40</td>
<td>B1 ELA/Math 40</td>
</tr>
<tr>
<td>10:40-11:15</td>
<td>Fine Arts 4A 35</td>
<td>10:35-11:05</td>
<td>9:20-10:00</td>
</tr>
<tr>
<td></td>
<td>30 Minutes</td>
<td>4B Lib/ST/WL/SEL 30 Minutes</td>
<td>Fine Arts 5B 35</td>
</tr>
<tr>
<td>11:05-11:20</td>
<td>Brain Break 15</td>
<td>11:05-11:20</td>
<td>10:00-10:35</td>
</tr>
<tr>
<td>11:20-12:00</td>
<td>ELA/SS 40</td>
<td>11:45-12:00</td>
<td>11:10-11:55</td>
</tr>
<tr>
<td></td>
<td>30 Minutes</td>
<td>4B Brain Break 15</td>
<td>B2 Math&amp;Sci&amp;STEAM/ELA&amp;SS 45</td>
</tr>
<tr>
<td>12:00-1:15</td>
<td>ELA/SS 65</td>
<td>11:20-11:55</td>
<td>11:55-12:10</td>
</tr>
<tr>
<td></td>
<td>1:15 ELA/SS 70</td>
<td>Fine Arts 4B 35</td>
<td>Brain Break 15</td>
</tr>
</tbody>
</table>

1:15-1:25 End of Day
2:00 - 3:30 Remote Learning

1:25 Dismissal
### Middle School Schedule

At the 6-8 level students will engage in synchronous and asynchronous learning in both hybrid and all remote models of instruction.

**MIDDLE SCHOOL SCHEDULE EXAMPLE (SUBJECT TO CHANGE):**

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1- UA/PE or Content</td>
<td>P2 - ELA</td>
<td>P3 - ELA</td>
<td>P4 - UA/PE or Content</td>
</tr>
<tr>
<td>1:15-1:25</td>
<td>1:15-1:25</td>
<td>1:15-1:25</td>
<td>1:15-1:25</td>
</tr>
<tr>
<td>End of Day</td>
<td>End of Day</td>
<td>End of Day</td>
<td>End of Day</td>
</tr>
</tbody>
</table>

**6th grade schedule**

<table>
<thead>
<tr>
<th>SAMPLE 6th Grade Schedule</th>
<th>Blue In School Gold will be in simulcast</th>
<th>Gold- In School Blue will be in simulcast</th>
<th>Blue- In School Gold will be simulcast</th>
<th>Gold- In School blue will be simulcast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>P1- UA/PE or Content</td>
<td>P1- UA/PE or Content</td>
<td>P4- UA/PE or Content</td>
<td>P4- UA/PE or Content</td>
</tr>
<tr>
<td>Period 2</td>
<td>P2 - ELA</td>
<td>P6 - SS</td>
<td>P6 - SS</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>P3 - ELA</td>
<td>P7 - Math</td>
<td>P7 - Math</td>
<td></td>
</tr>
<tr>
<td>No P5 Lunch</td>
<td>Gold additional support</td>
<td>Blue additional support</td>
<td>Gold additional support</td>
<td>Blue additional support</td>
</tr>
<tr>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 4</td>
<td>Period 4</td>
<td>Period 4</td>
</tr>
<tr>
<td>Period 2</td>
<td>Period 2</td>
<td>Period 6</td>
<td>Period 6</td>
<td>Period 6</td>
</tr>
<tr>
<td>Period 3</td>
<td>Period 3</td>
<td>Period 7</td>
<td>Period 7</td>
<td>Period 7</td>
</tr>
</tbody>
</table>

**7th Grade Schedule**

<table>
<thead>
<tr>
<th>Gold- In School Gold will be in simulcast</th>
<th>Gold- In School Blue will be in simulcast</th>
<th>Blue In School Gold will be in simulcast</th>
<th>Gold- In School Blue will be in simulcast</th>
</tr>
</thead>
</table>
## High School Schedule

<table>
<thead>
<tr>
<th></th>
<th>P1</th>
<th>P1</th>
<th>P5</th>
<th>P5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA</td>
<td>ELA</td>
<td>SS</td>
<td>SS</td>
</tr>
<tr>
<td>P2</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Lunch</td>
<td>Gold</td>
<td>Blue</td>
<td>Gold</td>
<td>Blue</td>
</tr>
<tr>
<td></td>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 5</td>
<td>Period 5</td>
</tr>
<tr>
<td></td>
<td>Period 2</td>
<td>Period 2</td>
<td>Period 6</td>
<td>Period 6</td>
</tr>
<tr>
<td></td>
<td>Period 4</td>
<td>Period 4</td>
<td>Period 7</td>
<td>Period 7</td>
</tr>
</tbody>
</table>

### 8th Grade Schedule

<table>
<thead>
<tr>
<th></th>
<th>P1</th>
<th>P1</th>
<th>P5</th>
<th>P5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA</td>
<td>ELA</td>
<td>SS</td>
<td>SS</td>
</tr>
<tr>
<td>P2</td>
<td>Math</td>
<td>Math</td>
<td>Sci</td>
<td>Sci</td>
</tr>
<tr>
<td>P3</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Lunch</td>
<td>Gold</td>
<td>Blue</td>
<td>Gold</td>
<td>Blue</td>
</tr>
<tr>
<td></td>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 5</td>
<td>Period 5</td>
</tr>
<tr>
<td></td>
<td>Period 2</td>
<td>Period 2</td>
<td>Period 6</td>
<td>Period 6</td>
</tr>
<tr>
<td></td>
<td>Period 3</td>
<td>Period 3</td>
<td>Period 7</td>
<td>Period 7</td>
</tr>
</tbody>
</table>
At the high school level students will engage in synchronous and asynchronous learning in both hybrid and remote models of instruction.

**HIGH SCHOOL SCHEDULE EXAMPLE (SUBJECT TO CHANGE):**

<table>
<thead>
<tr>
<th>The morning AM Learning Model will consist of IN PERSON and SIMULCAST</th>
<th>Days 1,5,9,...</th>
<th>Days 2,6,10,...</th>
<th>Days 3,7,11,...</th>
<th>Days 4,8,12,...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A TEAM A-M in person and everyone else remote</td>
<td>B TEAM M-Z in person and everyone else remote</td>
<td>A TEAM A-M in person and everyone else remote</td>
<td>B TEAM M-Z in person and everyone else remote</td>
<td></td>
</tr>
<tr>
<td>7:30 - 8:30</td>
<td>per 1</td>
<td>per 1</td>
<td>per 5</td>
<td>per 5</td>
</tr>
<tr>
<td>8:35 - 9:35</td>
<td>per 2</td>
<td>per 2</td>
<td>per 6</td>
<td>per 6</td>
</tr>
<tr>
<td>9:40 - 10:40</td>
<td>per 3</td>
<td>per 3</td>
<td>per 7</td>
<td>per 7</td>
</tr>
<tr>
<td>10:45 - 11:45</td>
<td>per 4</td>
<td>per 4</td>
<td>per 8</td>
<td>per 8</td>
</tr>
</tbody>
</table>

**11:45-12:15 Student Dismissal and Staff Lunch**

<table>
<thead>
<tr>
<th>The Afternoon PM Learning Model will be used to answer questions from the AM Session as well as prepare for the following class</th>
<th>Days 1,5,9,...</th>
<th>Days 2,6,10,...</th>
<th>Days 3,7,11,...</th>
<th>Days 4,8,12,...</th>
</tr>
</thead>
<tbody>
<tr>
<td>B TEAM M-Z - only remote students</td>
<td>A TEAM A-M only remote students</td>
<td>B TEAM M-Z - only remote students</td>
<td>A TEAM A-M only remote students</td>
<td></td>
</tr>
<tr>
<td>12:15 - 12:45</td>
<td>per 1</td>
<td>per 1</td>
<td>per 5</td>
<td>per 5</td>
</tr>
<tr>
<td>12:45 - 1:15</td>
<td>per 2</td>
<td>per 2</td>
<td>per 6</td>
<td>per 6</td>
</tr>
<tr>
<td>1:15 - 1:45</td>
<td>per 3</td>
<td>per 3</td>
<td>per 7</td>
<td>per 7</td>
</tr>
<tr>
<td>1:45 - 2:15</td>
<td>per 4</td>
<td>per 4</td>
<td>per 8</td>
<td>per 8</td>
</tr>
</tbody>
</table>
STAFFING

School reopening plans and decision-making throughout the school year will consider access to technology, physical, social and emotional health, and child care concerns. Staff may be reassigned classes in order to accommodate new health and safety regulations and student enrollment needs.

Staffing Considerations

The following needs will be taken into consideration when determining staff assignments, including, but not limited to:

- CDC and Department of Health guidance
- Federal, State and local law and regulations
- Board policies and regulations
- Honoring contractual obligations
- Access to technology, both in the school building and at home;
- Support for the medical, social and emotional health and well-being of adults;
- Student enrollment, class size requirements and instructional needs;
- Child care concerns;
- Support in navigating hybrid models of teaching and learning (see “Professional Development” section);
- Adjustments as needed to existing roles in order to accommodate new health and safety regulations;
- Considerations (e.g., risk factors, pre-existing health conditions, etc.) should inform the assignment of staff members to engage in in-person versus remote learning. Such information must be documented and on file with the district’s Human Resources department.
- Educator certification requirements.

In-person and Hybrid Learning Environments: Roles and Responsibilities

Because the health and safety of our students is paramount, staff schedules will include designated time to support school building logistics required to maintain health and safety requirements, including, but not limited to:

- Reinforcing social distancing protocol with students and co-teacher or support staff;
- Monitoring student movement and hallway traffic in order to maintain safety according to guidelines;
- Limiting group interactions to maintain safety;
- Supporting school building safety logistics (entering, exiting, restrooms, etc.);
- Maintaining social distancing guidelines when in classrooms;
- Schedule permitting, staff will provide assistance with school building and safety logistics as needed;
Cohort Model
When possible the district will implement a cohort model by identifying small groups and keeping them together (cohorting) to ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Limit mixing between groups if possible. This may include scheduling to accommodate cohorts of students to have recess and lunch together, passing time together, etc. or rotating teachers instead of students in order to reduce contact.

- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- Create a system that allows for physical distancing.
- Provide hand sanitizer at school entrances.
- Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Limit the number of students in the hallway at the same time by staggering release from classrooms.
- If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.
- Most schools have limited entry/exit points for security purposes, but additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols.
- When weather allows, windows should be opened to allow for greater air circulation. Indoor environments with recirculated air are the riskiest of environments for COVID-19 spread.
INSTRUCTIONAL SUPPORTS

Multi-tiered Systems of Support (MTSS) – A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions

Multi-Tiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. EWRSD employs a collaborative team approach that allows all students to be successful academically, socially and emotionally in the least restrictive environment by making meaningful progress as determined by multiple assessments, data analysis, and research-based interventions.

Our strong core instructional program ensures all students receive the highest quality, equitable educational experience. Teachers, academic and behavior interventionists, parents, and administrators work collaboratively to support students in the learning process and provide targeted student interventions based on individual learning needs. This is done through utilizing a variety of evidence-based practices designed to improve achievement and promote positive student outcomes. Through regular progress monitoring of student performance using a variety of assessment data (including but not limited to universal screening tools, pre assessments, post-assessments, formative data, and observations), teams will continue to make data-driven decisions to provide a continuum of supports, interventions, and coaching to accelerate student learning when an opportunity gap is determined. Students will continue to receive small group instruction and one-on-one interventions whether they select an all remote or hybrid educational model.

Curriculum, Instruction and Assessments
The EWRSD continues its commitment to providing the highest quality of educational experiences for all students. The following outlines some of the fundamental approaches that will continue to undergird our instructional platform:

Curriculum:

- Continue to assess the effects of the pandemic related school closure and determine the adjustments that need to be considered for the scope, sequence, and pacing related to the NJSLS and the delivery of curriculum.
- Administrators should continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning;
- For teacher leaders or instructional coaches, provide support for teachers in making any necessary adjustments, and in continuously improving the quality of instruction in remote and hybrid learning environments;
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction, and to
continue to develop and build skills essential in this ever-changing, evolving world, especially in remote and hybrid learning environments;

- Based on the supply and demand for devices and internet accessibility, facilitate virtual learning as necessary.
- Determine structures for the collaborative creation of content for virtual learning (e.g. district-created, teacher-created, and a mixture of district-created and teacher-created).
- Utilize Google Suite, in addition to other district-approved technology, K-12 to facilitate online learning, manage coursework online, and communicate with students, to minimize the number of online platforms used to reduce the learning curve for students and teachers and ease transitions between in-person and remote learning.
- Develop a clearinghouse of recommended tools to ensure that they are appropriate for PK-12 audiences and aligned with the district’s goals to district policies, including data privacy and acceptable use.

**Instruction:**

- Continue to plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students whether in an in-person, hybrid, or remote learning environment.
- Continue to utilize structures that support high levels of student engagement and foster student ownership of learning, include student “voice & choice”, and promote independent learning by designing learning experiences that:
  - Use technology in the service of learning;
  - Build student understanding by linking together concepts within and across grade-levels and content areas;
  - Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities;
  - Leverage student interest;
  - Address real-world issues.
- Provide supports that allow students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction, individual conferences, adjustment of materials, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students’ progress toward those goals;
- Provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators;
- Distribute materials, manipulatives and items purchased by the district for at-home activities at no cost to families for all students;
- Plan and implement developmentally appropriate on-line activities for preschool students;
● Recognize the impacts that home and societal environments may have on learning as students re-acclimate to in-person learning and adjust to new instructional models and schedules;

● Consider implementing project-based learning, learner-centered and student-guided learning where appropriate.

● Educator Planning Time: Provide regular time for teachers to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.

Assessment:

● Review screening tools used at the opening of school, considering the implications of delivering these in a potentially remote learning environment with respect to 1) the logistics of administration, 2) the validity of screening outcome decisions, and 3) the ways in which assessment data can be used to inform instructional decisions;

● Utilize a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) to determine students’ strengths and readiness for instruction, particularly as it relates to any learning loss that may have been experienced as a result of school closures at the end of the 2019-2020 school year. These will include assessments that can be delivered in a remote learning environment, including but not limited to: KDI-2, Star Early Lit, Fundations, Star Reading and Math Assessments; F&P Running Records, and Benchmark Assessments.

● Utilize ongoing formative assessment data (e.g., assessments that are administered informally to monitor students’ progress toward goals, including student self-assessment) to monitor and adjust instruction; Assess the district data on how English Language Learners experienced instruction during remote or hybrid learning (particularly for newcomer students and students with lower English language proficiency levels), and its impact on their progress. Utilize this information, along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction;

● Continue to monitor the progress of students with IEPs towards learning goals, and adjust instruction based on ongoing formative and summative assessments.

● Develop a process to gather student feedback to assess their experiences in hybrid and remote learning environments.

Data Analysis

● Facilitate opportunities to create structures that support an organizational culture committed to collaborative analysis of data to inform planning and decision-making.

● Incorporate meaningful and appropriate assessment strategies into the strategic plan in order to evaluate the needs of students, and for the planning of instruction;

● Since students may need time to adjust to the physical school environment, which may look different than what they have previously known, it is imperative to consider the
social and emotional elements of learning as a focal point prior to the administration of assessments.

**Professional Development**
As we continue to adjust to an instructional environment that has a greater emphasis on the role of remote/distance learning, it is imperative for the EWRSD to support and engage its educators in relevant professional learning experiences. Therefore the following steps are critical as we restart the school year:

- Become familiar with district online protocols and platforms;
- Become familiar with modified and/or new assessment tools and procedures that will need to be utilized in a remote learning environment;
- Become familiar with high-quality online resources that support student learning;
- Explore impactful predictable routines and structures for students in a remote learning environment that will maintain high levels of student engagement, including clear expectations for remote and in-person students;
- Explore instructional methods that maintain high levels of students engagement, including but not limited to the use of conferencing for additional support, synchronous whole and small group lessons, the use of technology to provide asynchronous learning experiences;
- Explore ways in which to deliver instruction which places an emphasis on the need for continued digital citizenship;
- Provide regular time to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules;

**Instructional Impacts due to Illness**
The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated, and schools will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

**Instructional Staff Should:**
- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
● Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
● Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
● Provide regular feedback to students and families on expectations and progress.
● Set clear expectations for remote and in-person students.
● Assess student progress early and often and adjust instruction and/or methodology accordingly.
● Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
● Instruct and maintain good practice in digital citizenship for all students and staff.
● Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
● Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
● Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).
● Limiting on-line activities for preschool students.

**Engaging the Community**

Because we believe that students are best supported when all stakeholders work collaboratively through open lines of communication and partnership, the following will be taken into consideration:

● Engage school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction;
● Create a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems), and expectations for interactions (e.g., connecting with students and their family);
● Craft instructional opportunities that address the unique needs of early elementary, elementary, middle, and high school students that incorporate feedback from stakeholders;
● Understand how trauma and other challenges related to students’ social and emotional needs can impact learning, and utilize that knowledge in creating supports for students, staff, administrators, and caregivers;
● Assess English Language Learners’ levels of engagement and access in an in-person, virtual, or hybrid- learning environment, and make adjustments to ensure equity of access and high levels of engagement, for both students and their caregivers;
Create structures for ongoing communication with caregivers that will provide support and enable them to become “learning partners”;

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

When developing an instructional plan, districts are encouraged to consider the following:

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

- Engage school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction.
- Recognize that the unique needs of early elementary, elementary, middle, and high school students will affect how and when educators and students engage in learning experiences.
- Understand how trauma and other challenges related to students’ social and emotional needs can impact learning.
- Design for student engagement and foster student ownership of learning:
  - Consider fostering student voice and choice to promote engagement and independent learning.
  - Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
  - Identify effective methods to differentiate student learning (e.g., small group instruction, different tools/products).
  - Provide effective feedback that helps students anticipate and be successful on next steps.

Consider the potential need for professional learning related to the selection of high-quality resources.

- Recognize the impacts that home environments may have on learning as students re-acclimate to in-person learning and adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered/student-guided learning, and Option 2 (high school courses).
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction:
  - Leverage technology in service to learning
  - Design learning experiences that:
o Build student understanding by linking together concepts within and across grades.
o Provide direct instruction, student practice, enrichment activities.
o Leverage student interest.
o Address real-world issues.
o Build capacity of and provide support to family members to enable them to become “learning partners.”
o Provide regular time to collaborate with colleagues:
o Coordination of assignments; cross-curricular planning; common lessons and modules.
o Develop and build skills essential in this ever-changing, evolving world (see NJDOE Virtual Professional Learning).
o Assess the district’s data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
o Assess English Learners’ levels of engagement and access in an in-person, virtual, or hybrid-learning environment.

Remote and Hybrid Learning Environment - Assessment
For the purposes of this document, the different assessment types are defined as follows:
Pre-assessment: Assesses a student’s strengths, weaknesses, knowledge, and skills prior to instruction of new units.

Formative: A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

Interim: A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.

Summative: A comparison of the performance of a student or group of students against a set of uniform standards to measure a student’s achievement at the end of instruction. Summative assessments are not appropriate for evaluating the needs of students and planning instruction; therefore, educators should focus on locally developed pre-assessments and formative assessments upon returning to school. In the absence of spring 2020 summative assessment data, school districts should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts. Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths.
and areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

Districts should utilize the following strategies with respect to student assessment as schools reopen for the 2020-2021 school year:

**Communication**: Clear and consistent communications with stakeholders are vital to successful implementation. Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the local education community.

**Determine Appropriate Assessment Tools**: Develop an inventory of various assessment tools available and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data.

**Develop Assessment Strategy**: At the start of an instructional unit, based on the student data available, create a strategy that test the hypotheses made based on the available student performance data by carrying out instructional changes that are likely to increase student learning, and use appropriate assessment tools to gather more, current student performance data. Restart the feedback loop by collecting and interpreting the new student performance data to evaluate the impact of instructional changes and make further hypotheses.

**Professional Development**: Provide educators and parents with guidance to support assessment and data literacy.

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

**Data Analysis**: Facilitate opportunities to build-up staff culture for collaborative analysis of data to confirm outcomes and inform additional questions that need to be answered, and to establish next steps.

As districts and schools develop plans to reopen, it is imperative that meaningful and appropriate assessment strategies are incorporated into strategic plans for evaluating the needs of students and planning instruction.

Students will need time to adjust to the school environment, which may look different than what they have previously known. Social and emotional elements of learning will be an important focal point to consider before students are assessed to ensure the conditions for students to receive instruction and demonstrate their proficiency are optimized.
Instructional Impacts due to Illness
The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated, and schools will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

SPECIAL EDUCATION

Special Education
Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
Under the Federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE has engaged a variety of stakeholders, including educators, related service providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual or hybrid learning environments.

Consistent with guidance from the United States Department of Education, districts must continue to meet their obligations to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
• Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan. School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student’s return to school.
• IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
• IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
• IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
• The use of school guidance department staff and child study team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support.
• Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

ENGLISH LANGUAGE LEARNERS

ESL Delivery of virtual and hybrid instruction
• ESL instruction in grades K-12 is delivered in a blended model that includes synchronous and asynchronous learning opportunities.
• Daily materials include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.
• Asynchronous learning experiences are crafted to advance student learning that is aligned with grade-level specific NJSLSs. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
• ESL teachers in grades 6-12 utilize video conferencing platforms (e.g., Google Meets) to provide assignments to students and to offer individual, group, and in some cases, peer feedback. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
• ESL teachers in grades 6-12 are flexible with due dates, provide choice assignments, and give students the option of either a written or oral response.

With respect to instruction that meets the needs of our ELL population, teachers are modifying and supplementing the general education by:

• Meeting with small groups of ELLs to provide ESL-based instruction;
• Meeting with small groups of ELLs to provide additional opportunities for immersion in English through read alouds, shared reading and shared/interactive writing activities;
• Providing time for scaffolded conversations that targets students’ specific stages of English language acquisition;
• Meeting with students in partnership with the ESL students’ homeroom teachers to provide extra support around academic skills and strategies, especially in the areas of reading, writing and math; and
• Meeting with students’ entire homeroom classes to model best practices in ELL instruction for homeroom teachers.

ESL Communication

ESL teachers, homeroom teachers of ESL students, and building administrators continue to maintain constant and close contact with caregivers of ESL students through:

• phone conversations
• email
• Learning Management Systems platforms (e.g., SeeSaw, Google Classroom)

Communication centers not only on the provision of academic instruction and support, but also on addressing SEL-related concerns.

TECHNOLOGY

Access to Technology: Supplement gaps in student access to devices and internet connectivity. Districts should deploy available devices to students without technology or connectivity to avoid exacerbating existing achievement gaps to the greatest extent possible. Consider making tools and resources platform-agnostic to increase access to resources for students who may not have dedicated devices for virtual learning.

Technology and Connectivity

EWRSD will continue to strive to ensure that every student has access to a device and internet connectivity and prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access.

EWRSD will conduct a needs assessment to determine the number of students that will require district-provided devices and/or internet access. Results from needs assessment will
inform the school district’s efforts to ensure that all students are able to access all components of remote and hybrid learning environments. The district will prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment. The district is prepared to assign each student (PreK-12) with her/his own device for the 2020-21 school year. In addition, the district will ensure that families have affordable access to broadband internet.

The district will consider the benefits and drawbacks of various video platforms for meetings and instructional purposes with the goal of consistency and functionality.

EWRSD will consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers. Additionally, it will consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.

PROFESSIONAL LEARNING

The following recommendations address considerations for professional learning for leaders, staff, and parents in reopening PK-12 schools. It is intended to support schools in addressing the difficulties resulting from extended school building closures and in planning professional development for the new school year. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.

Professional Learning Prior to the Beginning of the School Year

- Districts should identify the consistent technology that will be used throughout the district in a remote instruction model and provide training in the use of all platforms. Additional considerations include:
  - Providing accessible, and user-friendly resources or training for parents/caregivers and community members for safe use of the technology.
  - Ensuring that novice provisional teachers, teachers new to the district and other new staff have sufficient training in the technologies that will be used.
  - Professional Learning Throughout the School Year:
    - Districts should develop training schedules and staff collaboration time in accordance with the needs of the district.
    - Districts should develop professional learning experiences that ensure high quality instruction for all students.
    - Professional learning must grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely.
• Districts should plan how professional learning will be differentiated to accommodate the needs of the following students:
  o Students with Disabilities
  o English Language Learners
  o Students without devices and/or internet
  o Newcomer Students

• Professional learning planning should include the input and collaboration of stakeholders, including all staff, parents/caregivers and community members.

• Evaluation of robust survey results of staff, student and community members’ needs to gain input from various stakeholders

• Frequently and consistently communicate with all stakeholders prior to and during the school year Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school and individual educator.

• NJDOE regulations support the inclusion of a broad range of activities in a teacher’s annual professional development requirements, potentially including a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to remote learning.

• PDPs are considered living documents subject to change as circumstances require.

• Teachers, supervisors and administrators may want to consider the learning of new technologies, virtual instructional methods, peer supports and other collaborative efforts as professional development that count towards the 20 hours.

• A comprehensive New Teacher Induction program will be provided for novice staff members in a remote and in-person format as appropriate.

Mentoring and Induction:
• Induction must be provided for all novice provisional teachers and teachers new to the district.

• One-to-one mentoring must be provided to novice provisional teachers by qualified mentors.

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

• Mentoring must be provided in both a hybrid and fully remote learning environment.

• Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience.

• Use online collaborative tools to remain connected to other mentors, new teachers and administrators to maintain a sense of collegial support.

Evaluation:
• Districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

• Districts should develop observation schedules with a hybrid model in mind.
Districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures which may be impacted by a hybrid or fully remote system.

Districts should consider the School Improvement Panel’s (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools.

SCHOOL FUNDING

The impact of the COVID-19 pandemic presents many fiscal challenges for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the upcoming school year. This section will focus on existing and pending federal and state legislation, regulations, and guidance to predict the potential impact on districts and provide targeted assistance to help districts cope. The NJDOE plans to leverage these resources to assist districts.

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

Purchasing – School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies) and experience increased demand for previously purchased goods and services. Districts collaborate to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract, through a cooperative purchasing consortium or per Local Finance Notice (LFN) 2020-06, which allows contracts to be awarded without public bidding regardless of bid threshold in the event of a public health emergency.

Use of Reserve Accounts, Transfers, and Cash Flow – To the greatest extent possible, districts should consider making expenditures from various accounts to meet unanticipated costs and to manage their cash flow. School districts may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic.

Costs and Contracting – All school districts are strongly encouraged to participate in the federal E-rate program, which provides schools and libraries with funding support for high-speed broadband connectivity and internal connections equipment.
Elementary and Secondary School Emergency Relief Fund

The federal “Coronavirus Aid, Relief, and Economic Security” (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by the disruption and closure of schools from COVID-19.

The CARES Act enumerates 12 allowable uses for these funds. In addition to expenditures that are authorized under various federal laws (e.g., the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act), the law authorizes expenditures that are more directly related to the current health emergency, including purchasing educational technology to support remote instruction, supplies for cleaning and sanitizing buildings, and supplemental instructional programs. Districts should avail themselves of this flexibility to address their specific needs.

Federal Emergency Management Agency – Public Assistance

The Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which provides financial assistance to eligible applicants for a portion of costs incurred in responding to a declared emergency.

State School Aid

In the wake of the COVID-19 public health emergency, revenues have declined precipitously. In a May 22, 2020 update on New Jersey’s fiscal condition, the State Treasurer announced that the State was facing a shortfall approaching $10 billion for the balance of the current fiscal year through fiscal year 2020-2021. This revenue loss necessitated modifying the State school aid proposal for the upcoming school year that had been released on February 27. The modified proposal continues to implement the “School Funding Reform Act of 2008” (SFRA), as modified by P.L.2018, c.67 (frequently referred to as S-2). However, the total amount appropriated for K-12 State aid is essentially unchanged from the 2019-2020 school year. The State aid reductions included in the original February 27 aid notices will still occur and will be apportioned among “underfunded” districts.

Purchasing

School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies to sanitize facilities) and experience increased demand for previously purchased goods and services (such as technology). Given the broad need for certain items, school districts may be able to purchase items at a lower cost by either purchasing through an established State contract, through a cooperative purchasing consortium or per Local Finance Notice (LFN) 2020-06, which allows contracts to be awarded without public bidding regardless of bid threshold in the event of a public health emergency. Districts may collaborate to create new arrangements or use one that already exists (several educational services commissions operate cooperative purchasing programs).

**Use of Reserve Accounts, Transfers, and Cashflow**
As a result of the COVID-19 pandemic, school districts may encounter fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses.

**ATHLETICS AND EXTRACURRICULAR ACTIVITIES**

Athletics – The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

- Daily health screenings including temperature checks prior to practices or competitions for athletic staff (coaches, athletic trainers, officials and game workers) and athletes
- Eliminate the use of shared water containers
- Increased signage encouraging physical distancing and mask wearing at all athletic events if unable to keep distancing
- Communication with neighboring districts regarding district policies for spectators
  - Explore limiting number of spectators at competitions
- Limited access to locker room facilities for both home and away teams to encourage physical distancing
- Increased cleaning of athletic fields, equipment and public restrooms
- Decrease the number of athletic competitions
- Limit the number of students who are traveling to opponents for competitions (travel squad etc)
- Permit students to travel to and from athletic events with a parent or guardian with appropriate travel waiver

Extracurricular Activities- Should clubs or activities be offered, it will be in compliance of all physical distancing policies and guidelines. Extracurricular may be limited or restricted or offered remotely for student and staff safety.
EMERGENCY COMMUNICATION/NOTIFICATION

In the event the EWRSD is informed of a public health related circumstance that warrants a sudden pivot to all remote instruction, such decisions will be made in consultation with local health officials, public health experts, local government officials and possibly by directives via Executive Order from the Governor of the State of New Jersey.

If an immediate closure is warranted, an emergency communication will be made to the school(s) notifying building principals or their designee of the appropriate procedures for evacuation, if warranted. Families will receive the information directly via their child’s principal, the coordinator of communications, and/or the superintendent of schools.
# APPENDIX

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<th>Resource</th>
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<td>NJ Department of Health</td>
<td><a href="https://www.nj.gov/health/">https://www.nj.gov/health/</a></td>
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<td>EWRSD Restart and Reopening Plan - Addendum (8/24/2020)</td>
<td><a href="https://drive.google.com/file/d/1g5qihWbBmigSYYPAuzES9JNlKPFdToG/view?usp=sharing">https://drive.google.com/file/d/1g5qihWbBmigSYYPAuzES9JNlKPFdToG/view?usp=sharing</a></td>
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