Berlin Township School District

2021-2022 Remote/Virtual Learning Plan

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Superintendent

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Guiding Consideration for the District Remote/Virtual Learning Plan

- Pivot to remote/virtual learning mode in extreme circumstances such as:
- This plan will be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. As a requirement of P.L.2020, c.27, this law and the plan provides for the continuity of instruction in the event of a public-health related district closure, in addition to COVID.
- Remote/virtual learning will only be used when the district is unable to
  - Provide for the health and safety of students and staff to the greatest extent possible
  - Retain in-person instruction to the greatest extent possible in accordance with social distancing guidelines and requirements of governing bodies such as NJ Dept. of Health, Camden County Dept. of Health, NJ Dept. of Education, NJ Statute, Executive orders by the Governor of NJ

It should be noted that the guidance provided may be at odds with each other and other agency requirements (ex. NJMVC, Fire Safety, Office of School Preparedness) and that the full plan is reviewed as needed based on the current situation and guidance. Due to the COVID-19 virus, the Pandemic situation is ever changing and highly fluid due to the constant flow of information and changing guidelines. Alterations in the plan and information contained in this document are subject to change upon receipt of updated guidelines. The intent is to provide the Berlin Township Board of Education and community with a current overview of the remote/virtual instructional plan in order to assist all parties in planning appropriately for a smooth transition to this learning platform during the 2021-2022 school year.

This plan is based on based upon the current guidance and guidelines of the entities listed below and subject to change at their direction:
- Executive Orders of the Governor of New Jersey
- New Jersey Department of Education (DOE)
- Centers for Disease Control (CDC)
- American Academy of Pediatricians (AAP)
- New Jersey and Camden County Departments of Health

Additional guidance has been provided by:
- Capehart Scatchart for Legal Guidance
- New Jersey School Boards Association
- New Jersey Association of School Administrators

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Kristin Braidwood, Supervisor of Special Services

Dina Bottley, Supervisor of Curriculum and Instruction

Chuck Pfluger, Supervisor of Buildings and Grounds

Amy Berth, Technology Coordinator

District Administrators and Staff discussed the best practices previously used and improved upon for the creation of this plan.

DISTRICT MISSION STATEMENT

The slogan of the Berlin Township School District of "Educating Today for Tomorrow's Success" is meant to focus the educational community on the broad goal of giving ALL of our children the necessary skills to be successful in all future endeavors. Student achievement is the major priority; the district prides itself on its creative approach to learning and its emphasis upon helping each student to discover his or her potential. Teachers use a variety of teaching methods to reach students with a wide range of abilities. Student engagement as volunteers in the learning process is our primary focus. It is our responsibility to create structures and systems where students are totally engaged in the instruction, which will then leads to deeper learning and understanding.

The Berlin Township School District commits itself to all children by creating a standards-based school district in which all students receive the very best educational opportunities possible. Each and every student will surpass the New Jersey Core Curriculum Content Standards. To achieve this, the members of the district will focus on:

- Establishing high standards of excellence for both staff and students
- Communicating openly and frequently within the district and with the community to foster a trusting relationship
- Ensuring a safe and orderly environment for staff and students
- Recognizing that a school district serves as a role model and has the responsibility to encourage high quality character behavior

Relevant Board Policies:
- 1250 - Visitors
- 3510 - Operations and Maintenance of Plant
- 3541.33 - Transportation Safety
- 5141.2 - Illness
- 5141.3 - Health Examinations and Immunizations
- 6173 - Homebound Instruction
- 6142.10 - Acceptable Use Policy
- 3514 - Equipment Loan Form
- 4119.26/4219.26 - Electronic Communication
- 4119.27/4219.27/6142.14 - Conduct Remote Teaching and Learning
- 5113 - Attendance

Virtual/Remote Instructional Model 2021-2022
(this will only be used in extreme circumstances)

Weekly Teacher Contact - Early dismissal day schedules will be used for each school for student in-person days. (Student Day is DDE = 8:10 = 12:40, JFK = 8:45 - 1:15).   Teaching staff will be a full 7 hour and 10 minute day at each school allowing for teachers to reach out to learners, as needed, each day.

Teachers will be required to work from their classrooms in the building which they are assigned so that all resources are available to them.

- Parents will be reminded to check their child's Google Classrooms for schedules and daily assignments.
- Students will be reminded to check their Google Classrooms for schedules and daily assignments.
- How to videos and guidance documents will be posted on the district website to assist using various technology tools and platforms.
- Teachers will provide email address for contact info for parents and students.

Instructional Expectations

Remote/ Virtual School Schedule- 2021-2022

The educational day must equal 4 hours not including lunch and recess. School hours will be those used for Early Dismissal Days, as per the Board adopted school calendar for 2021-2022.
Special classes may be in addition to these.   Staff are expected to work from the school buildings as permitted by NJ Dept. of Health, Camden County Dept. of Health, and Executive Orders.

General Education and Special Education Teachers:
Teacher schedule/agenda Monday, Tuesday, Wednesday, Thursday, and Friday:
- Mornings- follow the school schedule for in-person lessons
- Afternoons or Evenings (time is flexible as long as it adds to 1 hr and 20 minutes and is convenient for your students)- choose remote learning tasks listed below to complete
- Attend team, RTI, department or other district required meetings- as scheduled by administrators

Daily remote learning tasks to choose from:
- Check in with students via Zoom, Google Classroom, or email daily
- Create new lessons- update Google Classroom at least weekly
- Create videos or Screencasts- update Google Classroom accordingly
- Google Meet with small groups for intervention, reteach, or enrichment
- Be available for "office hours" for parents and students to get emails in real time

Teacher Weekly To Do Checklist:
- Did I "see" (in Zoom) all of my students at least 3 times this week?
- Did I answer all student questions via email or Zoom?
- Did I provide written feedback in Google Classroom or OnCourse?
- Did I reply to parent questions via email or phone call?

Instructional Assistants
IA schedule/agenda Monday, Tuesday, Wednesday, Thursday, and Friday:
- Mornings- follow the school schedule for in-person lessons

- fternoons or Evenings (time is flexible as long as it adds to 1 hour and is convenient for your students)- assist your assigned students with completing their remote tasks via Zoom or Google Classroom as assigned by the teacher you are working with
- Assist your assigned students with completing their remote tasks via Zoom or Google Classroom or email
- Attend team, RTI, department or other district required meetings- as scheduled by administrators

Instructional Assistant Weekly To Do Checklist:
- Did I assist my colleagues as needed?
- Did I assist my students by communicating with them about teachers' expectations?
- Did I check in with Case managers for those students I have concerns about?

Specialists
Specialist teacher schedule/agenda Monday, Tuesday, Wednesday, Thursday, and Friday:
- Mornings- follow the school schedule for in-person lessons
- Afternoons or Evenings (time is flexible as long as it adds to 1 hr and 20 minutes and is convenient for your students)- choose remote learning tasks listed below to complete
- Meeting time is flexible as long as it works within the parameters of the building administrator, core subjects and is convenient for your students
- Complete remote learning tasks listed below
- Attend team, RTI, department or other district required meetings- as scheduled by administrators

Daily remote learning tasks to choose from:
- Post links, assignments and schedules on your Google Classroom
- Check in with students individually on an as needed via Zoom, Google Classroom, or email
- Create new lessons- update Google Classroom at least weekly based on lesson plans
- Create videos or Screencasts- update Google Classroom
- Zoom meetings with small groups for intervention, reteach, or enrichment
- Be available for "office hours" for parents and students to get emails in real time

Specialist Weekly To Do Checklist:
- Did I answer all student questions via email or Zoom?
- Did I provide written feedback in Google Classroom or OnCourse?
- Did I reply to parent questions via email or phone call?

Counselors
Counselor schedule/agenda Monday, Tuesday, Wednesday, Thursday, and Friday:
- Mornings- meet with students or classes - large groups, online, provide lessons
- Afternoons or Evenings (time is flexible as long as it adds to 1 hr and 20 minutes and is convenient for your students)- check in with families and students via email, phone or Zoom
- Attend team, RTI, department or other district required meetings- as scheduled by building administrators

Counselors Weekly To Do Checklist:
- Did I provide support for all students that reached out to me?
- Did I reach out to families and students of concern?
- Did I touch base with my administrators and colleagues about the Social Emotional health of our students?
- Check the communication logs of students you typically work with.
- Do I need to make any wellness visits to homes? If so, reach out to SROs to schedule these visits in a timely manner.

Nurse
- Check in on the students with medical issues
- Check in with families with known concerns
- Check in with staff who may be medically compromised
- Check on the other students as part of the Guidance, social worker, school psychologist tiered list of concerns-see student contact log
- Create videos, look for various resources on COVID, mental health issues and wellness resources

Child Study Team Members
- Mental health support
  - School guidance counselors, district social worker and school psychologist along with the school nurse and teachers will work together to provide emotional and academic support to students and families as needed. (Remote/Virtual learners)
    - Resources for students and families (virtual portal, hard copies)
    - Checking in with students and parents - create a priority list for weekly checks
    - Create parent tutorials and resource library of " How to's" for remote learning materials, etc. so parents can better support students at home learning needs
    - Social stories (JFK students)
    - Positive reinforcement & clear expectations
    - School guidance counselors, district social worker and school psychologist along with the school nurse and teachers will work together to provide emotional and academic support to students and families as needed. (In person and remote learners)
  - Ways to best meet staff needs in this area are also being developed
    - Support Groups (virtual and hard copies)
    - Staff resource page for varied services
- IEP Implementation and support
  - Additional remote supports are being discussed based on need
  - Remote tools, increased "zoom meetings", provide physical items to use for practice as needed
  - IEPs will be implemented and supported to the greatest extent possible. Related services will be provided according to the instructional model available and the availability of service providers within that chosen model.
  - Work with teachers to devise alternative means of instructional support
  - Related services offered during "remote" times based on student need, social distancing concerns, group sessions
  - Check the communication log of students to see what teachers may need assistance in working with a child and or family

School District: _____ Berlin Township _____

Conditions for Learning

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

Critical Area	*District Actions and Person(s) Responsible* **Bold indicates person responsible**

General Health and Safety Guidelines
● Establishing and maintaining communication with Health Dept; track local conditions
 	
● Develop "high risk" criteria and share with staff and families
 	
● Reasonable accommodations for students and staff at *higher risk*
 	
● Promote behaviors that reduce
	Superintendent, Building Principal, School Nurses
	● The **superintendent** will respond to any outreach from the Camden County Health Department in order to address positive cases and community trends of COVID-19 that impacts the district/school community that may have been reported to them to commence a possible transition to remote/virtual learning mode. The Camden County Health Department will assist school personnel with contact tracing and have staff available to perform contact tracing and case investigation, if needed to determine if a closure and switch in instructional model must occur.
	
	● Use of NJ Dept of Health document "COVID-19 Public Health Recommendations for Local Health Dept for K-12 Schools"
	● Screening protocols established for visitors, students, staff upon arrival to mitigate possible community spread within the school community
	    ○ Bus procedures - Statement of assurance for parents to complete before students use the bus; cleaning between runs, deep cleaning after AM and PM runs;
	    ○ School: Social distancing; students/staff wear masks; personal items = no

spread
● Training
	sharing
	  ○ Hand sanitizing stations, wipes, cleaning frequently touched items; no sharing;
	● Staff
	  ○ Safe schools training for staff members; CDC videos for staff members; staff will have training for protocols
	  ○ Students will have in person training by nurse, guidance, teachers re: wearing masks, washing hands; social distancing, moving in the hallways, cafeteria procedures, using materials; Health related lessons by Health/PE teachers

<u>Classrooms, Testing and Therapy Rooms</u> ● Student desks, workspaces, and eating spaces separated to the greatest extent possible of 3 feet ● Face coverings when inside by all ● Ventilation ● Hand Sanitizer ● Early Childhood Considerations	**Supervisor of Building and Grounds, Building Principals** ● Classrooms- desks 3' apart, to the greatest extent possible; use of larger rooms as needed to accommodate larger classes; classrooms are sparse-no extra furniture 1:1 ratio; addition of desks shields. ● Eating = Staff will self monitor for social distancing while eating lunch. It is suggested that if the district is on remote/virtual learning mode, that staff remain in their designated classroom for eating and drinking. ● Secretary stations have plexiglass, staff use masks and shields, taping on the floor to designate where to stand for 3' distance. ● Staff (visitors and students) are required to wear face coverings when in side; ● All district buildings are air-conditioned ● Outside air flow will be increased into each classroom ● High quality filters are used and will be replaced according to manufacturer and CDC guidelines ● Some windows may be opened if they do not present a safety and security risk ● District buses are all air conditioned. Windows may be opened to increase air flow based on current weather conditions to insure the integrity of the HVAC system ● Hand sanitizer is available in all classrooms, entrances to buildings, offices, at lease 60% alcohol solution (check the list for non-compliant products) used for wash-in /wash-out protocol; in the cafeteria, nurses office, various locations in the hallways. ● Zoom meets on remote days for groups and individuals , parent how-to videos will be provided on Google Classroom, activity bins for home may be prepared if needed with guided practice for parents to follow.

Food Service and Distribution	
Meals/Food Service ● Develop cafeteria schedule and procedures for students Develop cafeteria procedures for food service staff ● Types of meals to be served	**Business Administrator, Cafeteria Manager/Nutri-Serve Representative** ● Grab and Go Breakfast and lunch will be available to all students who pre-order ● Weekly Pick up schedules will be created and disseminated to all parents via SendIt ● Nutri-Serve will develop procedures for making grab and go meals during remote learning days. SROs will assist as well as other administrators in distribution ● Weekly breakfast and lunch meals will be easy to store and heat up in the event of remote learning schedule.

Social Emotional Learning (SEL) and School Culture and Climate	
Student and Educator Well-Being ● Support educator well-being so they may best support students ● Staff Wellness Program	**BUILDING PRINCIPALS, SUPERVISOR OF SPECIAL SERVICES** ● Provide remote/virtual platforms physical space (maybe in person based on need) to process traumatic events, receive supports and connect with staff and colleagues ● Guidance counselors, social worker, nurses, school psychologist, administrative team will work together to provide supportive activities and resources for staff. (Both in person and virtua/remote) ● Create Resource List for mindfulness, relaxation, yoga, exercise opportunities both virtual/remote use
Trauma-Informed SEL- Before September ● Staff and Student Trauma ● Importance of SEL to student success	● Create Resource file/folder for mindfulness, relaxation, yoga, exercise opportunities both virtual and in person ● Investigate various wellness programs for staff in the area or online ● Guidance counselors, social worker, nurses, school psychologist, administrative team will work together to provide supportive activities and resources for staff.

● Staffing for SEL needs ● Deliberate Opportunities to Connect ● Professional Development ● Establish system of check-ins with students and families ● Prepare/Review agreements with mental health service providers Trauma-Informed SEL- School Year ● Create opportunities for staff and students to reflect on SEL competencies ● Careful Conversations around impacts of COVID-19 ● Training	● Provide remote/virtual platforms physical space (maybe in person based on need) to process traumatic events, receive supports and connect with staff and colleagues ● Topic of SEL will be included in the district and school level professional development plans. Possible PLC creation in the area based on staff interest and student need. ● School Guidance counselors, social worker, nurses, school psychologist, administrative team and teaching staff will work together to create a priority list for weekly check-ins for students and families. This will include academic support and encouragement, as well as family and individual physical and emotional needs. ● Social worker is creating a list of resources online and paper-based with literature and links to share with relevant staff and parents on an as needed targeted basis, as well as updating website and links to community resources. ● Guidance counselors and social worker will work with Health and PE teachers to address the SEL competencies. Classroom and school wide activities using remote/virtual platforms will be created to include all staff and students with a focus on improving the school climate and individual mental health. ● The school nurse will work to support lessons directly related to anxiety and mis -information about COVID -19 in conjunction with guidance staff, social worker, school psychologist and Health and PE teacher in order to further support the NJSLS standards in Health. Use of staff meeting time, Professional development days along with individual personal time.
School Culture and Climate ● Positive School Culture	● Promote health and emotional well being using the School Safety Team, Guidance personnel, Principal, CST supervisor. ● DDE working with Rutgers Univ. on school climate program. Principal will share information with the Administrative team as relevant.
Utilizing the Strengths of Staff ● School Leaders	● Under the direction of building and district administrators, the school guidance counselors, social worker, nurses, school psychologist, administrative team and

	teaching staff will work together to create a priority list for weekly check-ins for students and families. This will include academic support and encouragement, as well as family and individual physical and emotional needs.
● Student Support Staff	● Instructional aides will be utilized to support students by being part of the check-in team to support academic needs to assist the teachers.
● Teachers	● The school nurse, guidance, social worker, and psychologist will work to support SEL lessons within the classroom providing models for teachers to use . The Supervisor of Curr and Instructional will also assist by determining places within the academic lessons that could further support the NJSLS standards in Health.

Multi-Tiered System of Supports (MTSS)

	Building Principals, Supervisor of Curriculum and Instruction, Supervisor of Special Services
● Universal Screening	● Screening tools in ELA and Math (Star Literacy and Star Math), use data to inform instruction and supports, as we move to the remote/virtual platform.
● Collaborative Problem-Solving Teams	● Use of data (benchmark, grades, anecdotal notes, summer program work) to inform instruction and intervention decisions. Use of RTI staff, classroom teachers, LDTC, Sup of Curr & Instruction, building principals. I & RS team and behavior team will work in this area. Principals will schedule I & RS/RTI, I & E meetings with grade level staff as needed in virtual format
● Family Engagement	● Families will be included in the decision making process relative to the experience of previous remote learning and how best parents feel their child learns. This will help with the interventions selected and staff to assist.
● Data-based Decision Making	● Use of data (benchmark, grades, anecdotal notes, summer program work) to inform instruction and intervention decisions. Use of RTI staff, classroom teachers, LDTC, Sup of Curr & Instruction, building principals. I & RS team and behavior team will work in this area.

Wraparound Supports

● Mental Health Supports	**Building Principals, Supervisor of Curriculum and Instruction, Supervisor of Special Services**
● Primary Health and Dental Care	● School guidance counselors, district social worker and school psychologist along with the school nurse and teachers will work together to provide emotional and academic support to students and families as needed. (In person and remote learners) 　○ Resources for students and families (virtual portal, hard copies) 　○ Checking in with students and parents - create a priority list for weekly checks 　○ Create parent tutorials and resource library of " How to's" for remote learning materials, etc. so parents can better support students at home learning needs 　○ Social stories (JFK students) 　○ Positive reinforcement & clear expectations 　○ School guidance counselors, district social worker and school psychologist along with the school nurse and teachers will work together to provide emotional and academic support to students and families as needed. (In person and remote learners) 　○ Resources include NJ Family Care, NJSNAP, NJ Helps, local food banks, community agencies, hospitals, clinics, Camden Count Dept of Health, DCPP,
● Family Engagement	
● Academic Enrichment/Expanded After-School Learning	● Teachers will utilize the fully remote day to address individual student needs, including enrichment projects. Unique student abilities and interests will be highlighted in order to encourage students to become more independent learners. Ways to share "projects" are also being explored. ● BTC at DDE may be started if students are in need of additional help beyond the small group remote time

Leadership and Planning

Operations

Operational Requirements ● Prepare Buildings and Grounds	**SUPERINTENDENT, SUPERVISOR OF BUILDINGS AND GROUNDS, BUSINESS ADMINISTRATOR** ● All cleaning routines have been reviewed and policy 3510 has been updated to stay consistent with CDC and local, state and federal guidelines and will continue during remote/virtual learning periods, as staff will be in the buildings

- Form Pandemic Response team in the District - Clear Communications Protocols - Key Considerations re: Policy and Practice Changes	- Classrooms- Nightly cleaning/disinfecting of high touch surfaces- i.e., desks, chairs, pencil sharpeners, computer keyboards and mice, sink areas, and door handles. - Wash in / wash out for staff - Classrooms will have hand sanitizer and wipes for use to clean some surfaces and for small individualized needs - Sinks with soap and water within most classrooms - Increased cleaning of high touch areas such as stall handles, towel dispensers, increased wipedown for hallway bathrooms - Classroom and staff bathrooms- have wipes for users to clean touched surfaces before leaving the room - Hallways- - In addition to nightly cleaning, dayshift custodians will clean high touch surfaces more often during time staff are in the buildings. Areas concentrated on include: door handles, sanitizer stations. Hallway drinking fountains will be turned off and water bottles will be encouraged. Limited traffic in the hallway and highly monitored by staff to decrease the contamination. - Staffing / Scheduling- - No changes at the moment. May hire one part time custodian to replace someone who resigned this past winter. Consideration will be given to altering night shift staff as needed. Based on the number of staff in the building, evening shift may come in early - Deeper cleaning will be done on an as needed basis due to the decrease in the buildings. - Communication protocols are being established in conjunction with the County Dept of Health. Nurses will be in contact with the Health Department, the school physician, building and district administration, parents and staff on an as needed basis as outlined by Dr. Nwako from the Camden County Dept. of Health. The Office of Emergency local commander is in contact with the Superintendent and Supervisor of Building and Grounds and will assist with contact to local EMS if needed, as well as the Police Chief.
Scheduling	
	SUPERINTENDENT, BUILDING PRINCIPALS, SUPERVISOR OF SPECIAL

<u>What Counts?</u> ● School Year, School Day ● Recommendations ● Remote /Virtual Guidelines	**SERVICES, SUPERVISOR OF CURRICULUM AND INSTRUCTION** ● School day shall consist of not less than four (4) hours which may include synchronous and asynchronous instruction. "Hours of instructional time" is defined as a student engaged in standards-based learning under the guidance of a teacher. The school year shall consist of 180 student days. ○ Teachers will use afternoon time (may be flexible to meet parent/student needs but remain within the contractual obligations to Association members) to reach out to the students who need assistance. ● Beginning of the school year will be used to establish relationships between students and teacher groups ● Parent how-to videos and material will be provided, as well as designated staff to check in with parents to assess their needs re: student academics or family support ● The district is prepared to PIVOT to full Remote Learning mode as the need arises. This model has been established based on the 2020-2021 school year to plan for the 2021-2022 school year. ● Teachers will establish simple and clear work expectations for students and parents to assist and guide learning ● Students must demonstrate participate and keeping up with work, or reaching out for assistance ● Exploring synchronous opportunities for remote learners along with recorded lessons for all to use as reference. Gr. 2-8 will have Chromebook and PreK- 1 touch pads, so synchronous opportunities will be more feasible for all students.
<u>Implementation Strategies</u> ● Communication ● Attendance	● Plans/notifications will be sent to parents/staff via SENDIT notification and posted on Website ● Attendance is flexible regarding excused absences and synchronous vs asynchronous delivery of instruction. Participation and communication between teacher/parent/student is towards assisting in progress and effort of

● Access to Technology	student. See Policy 5113.
	• Surveys were conducted at the end of 2019-2020 to determine status of access. Chromebooks will be issued to students in gr 2-8 and tablets are used in gr. PreK, K and 1. The district has purchased hot spots for students/families who express a need and this will be reviewed if we pivot to remote/virtual learning.
● Professional Development	• District and school PD plans are developed to include additional technology components to enhance online learning if needed during the 21-22 school year. Staff are also encouraged to share best practices in grade level and staff meetings as well as informally. Resource folders of professional information are also being created and shared with the entire staff.
● Feedback Loops	• Admin team to check in with staff/parents/students to see what is working and enhance those practices and to abandon or discard practices that are not working. Staff and parents surveys from end of 20-21 school year listed positives and negatives of remote learning which have been reviewed and considered in order to improve practices for future needs.
● Contingency Planning	• District administration will remain flexible regarding instructional needs and models and will alter instructional models as needed. Parent request to change Instructional Model form has been created so that parents have the opportunity to change selected model at each Interim and end of Marking Period as indicated on the district approved school calendar.
● Access to Supports	• Student needs will be assessed and support will be provided as indicated in IEP, 504 plans and medical needs as per doctor's orders. o Guidance counselors, CST members, nurses, RTI staff, teachers, and Administrators will work together to assess needs of student to determine who is best assist student and family
● Class Schedules	• Building principals, supported by Supervisor of Cur. and Instruction and Supervisor of Special Services will work to determine a schedule based on the early dismissal time frame that addresses core subjects, special areas, and student developmental needs. • Daily Instructional Expectations are being developed to guide each staff member and support accountability.
● Accommodations	• Student needs will be assessed and support will be provided as indicated in IEP,

● Learning Management System	504 plans and medical needs as per doctor's orders.
	   ○ Guidance counselors, CST members, nurses, RTI staff, teachers, and Administrators will work together to assess needs of student to determine who is best assist student and family
	   ○ Accommodations for staff needs will also be reviewed and implemented according to current regulations including but not limited to FFCRA, EFLMA, FMLA, and ADA.
	● Daily Instructional Expectations are being developed to guide each staff member and support accountability. These expectations will also guide student expectations and staff will be creating Weekly Agenda documents to include in their Google Classroom or work packet for parents/guardians to assist with the completion of work and grade level expectations.

Staffing	
<u>Guidance</u> ● Mentoring ● Educator Evaluation ● Certification	**SUPERINTENDENT, BUILDING PRINCIPALS** ● https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml ● https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml EdTPA https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml Certification https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml

<u>Instructional Staff</u>
● School Operations
 	
● Instructional Contributions
	● Staff are also encouraged to share best practices in grade level and staff meetings as well as informally. Resource folders of professional information are also being created and shared with the entire staff.
	   ○ District and school PD plans are developed to include online learning in the areas of blended learning, online learning, online apps, social emotional and trauma related information, and racism and tolerance.
	   ○ Supervisor of Curr and Instruction has reviewed anchor standards with grade and subject area teams in order to prioritize teaching points
	   ○ RTI staff to support students as well as instructional aides reaching out to students during remote learning days to assist with work
	● Staff and student daily health screenings based on CDC and Camden County

● Wellness ● Feedback and Assessment ● Materials	Dept of Health guidelines ○ School nurses and Health /PE teachers to support healthy living practices and hygiene practices. Recorded lessons. Guidance and primary grade teachers will use Social Stories to emphasize the need for proper hygiene and social distancing and use of masks. ● Staff will provide regular feedback to assess progress and to make adjustments as needed to support student learning. ● Primary grades (PK and K) may create activity packets that can remain home and be used for a variety of needs. Teachers will be creating how to videos to assist parents and guardians with creating these kits as well as how to use them.

<u>Administrators</u>
  ● School Operations
 	
  ● Instructional Contributions
	DISTRICT ADMINISTRATIVE TEAM
	● Participate and monitor below:
	  ○ Daily self-checklist for symptoms has been disseminated for staff use prior to sign-in
	  ○ Building protocols/ procedures developed, shared with staff and will be reviewed by Administrative team with staff at New Year Orientation meetings.
	  ○ Reopening plan posted on website for staff and community review.
	  ○ Staff participation in Board meeting re: questions
	● Support staff to continuously improve virtual learning environment by working with individually to ensure teaching & learning, assessment, support and IEP services are planned and implemented to the greatest extent possible; provide examples of high quality instructional models for teachers to review and implement as appropriate.
	  ○ Supervisor of Curr and Instruction has reviewed anchor standards with grade and subject area teams in order to prioritize teaching points
	  ○ RTI staff to support students as well as instructional aides reaching out to students on remote learning days to assist with work
	  ○ Resource folders of professional information are also being created and shared with the entire staff.
	  ○ District and school PD plans are developed to include online learning in the areas of blended learning, online learning, online apps, social

● Wellness	emotional and trauma related information, and racism and tolerance.
	● Staff and student daily health screenings based on CDC and Camden County Dept of Health guidelines
	○ School nurses and Health /PE teachers to support healthy living practices and hygiene practices. In-class and recorded lessons. Guidance and primary grade teachers will use Social Stories to emphasize the need for proper hygiene and social distancing and use of masks.
● Staff w/ Health Concerns	○ Additional supports and information will be available by Guidance, Social Worker, for staff as needed.
	● Requests for leave, telework and accommodations will be made on a case by case basis according to current regulations including but not limited to FFCRA, EFLMA, FMLA, and ADA. Forms and information has been disseminated to staff and remain in a shared folder accessible to all staff members.
● Evaluation	● As per NJ Dept of Education guidelines. Instructional Expectations document is being created to. Daily Instructional Expectations are being developed to guide each staff member and support accountability.
● Scheduling	● Building principals, supported by Supervisor of Cur. and Instruction and Supervisor of Special Services will work to determine a schedule based on the early dismissal time frame that addresses core subjects, special areas, and student developmental needs. This includes the hybrid instructional model as well as the fully remote model in order to address in-person instruction while giving consideration to those who are learning from home 5 or 3 days a week.
	○ Staff requests for telework and accommodations will be made on a case by case basis according to current regulations including but not limited to FFCRA, EFLMA, FMLA, and ADA.

Educator Roles Related to School Technology Needs	
Preparation ● Support	**TECHNOLOGY COORDINATOR, IT CLERK, SUPERVISOR OF CURRICULUM AND INSTRUCTION, BUILDING PRINCIPALS** ● Help ticket system will be used for reporting tech problems for staff, students, parents and will be routed to person best to solve the issue by the Tech

• Access • Devices • Setup • Training • Teaching Assistants	Coordinator. • Use of data from 20-21 to determine initial access and needs. Additional outreach to verify needs. • Gr. 2-8 students will have Chromebook and families will be reviewed to see if a PK -1 students have tablets • families will be surveyed to see if any additional tech devices are needed • Disseminate log in information to students and parents upon distribution of Chromebook • Training videos and "Zoom Meetings" will be created as well as office hours to answer parent questions about devices, apps, and other programs used for instructional purposes • Determine access need based on job expectations and providing support to students o Provide training as needed in order to facilitate assistance with small group instruction, independent work help, check in on students based on need and relationship to the grade level

Continuity of Learning

Delivery of Special Education and Related Services

Students with Special Needs
 	
• Medically Fragile Students
• Growth Students with Disabilities
 	
• Evaluation Processes
 	
• Communication
	BUILDING PRINCIPALS, SUPERVISOR OF SPECIAL SERVICES, SUPERVISOR OF CURRICULUM AND INSTRUCTION, CST Case Managers, School Nurses,
	• Review of medical records by Nurses and CST staff; determine needs of students and accommodations needed
	• Review of grades from 20-21 year.
	   O Review of student performance for those who participated in the Summer programs at JFK, DDE and at ESY
	   O All data will be reviewed by Building principals, CST Supervisor, Supervisor of Curr & Instruction, RTI staff, summer program staff to review possible needs of the students if we move to virtual/remote learning.
	• Explain process for student growth assessment and support process to parents,

	individual outreach as needed ● Related services will be provided as the district is able based on staffing availability and student need and family schedules

Technology, Connectivity, Participation, and Platforms	
Technology and Connectivity ● Devices ● Connectivity ● Setup/Training	**TECHNOLOGY COORDINATOR, BUILDING PRINCIPALS, BUSINESS ADMINISTRATOR** ● Devices: All students 1-8 will have Cbs; PreK – K have touch screen tablets. Teachers in 1st - 8th will be given 14" touchscreen Chromebooks with built-in mics and cameras for distance learning. https://www.lenovo.com/us/en/laptops/lenovo/student-chromebooks/Lenovo-14e-Chromebook/p/88ELC1S9991 ● Connectivity: There is money in ARP for additional hotspots for those without internet. ● Set/up: For technology, having the virtual Google Classrooms all the same will help with student organization. All teachers will organize with the same "template". (ex: Topics and Classwork either by week or day with same emojis used for visual organization)
Technology Considerations ● Tracking Participation Rates ● Attendance ● Platforms ● Technical Assistance	**BUILDING PRINCIPALS, TECHNOLOGY COORDINATOR** ● Review student participation in google classroom, review app usage monthly, parent/student emails, staff outreach to families/students ● Synchronous, asynchronous, and recorded lessons will be used. Participation in online activities will be considered for attendance purposes. See policy 5113. ● Use of Google Classroom for all grades with support materials and apps as appropriate for grade level and subject area. ● Help ticket system will be used for reporting tech problems for staff, students, parents and will be routed to person best to solve the issue by the Tech Coordinator.

Curriculum, Instruction, and Assessment	

<u>Delivering High-Quality Instruction in Virtual/Remote Environment</u>
● Staff Training / Refinement
 	
● Equitable Access
 	
● Engagement
 	
● Assessment
 	
● Relationships
	SUPERVISOR OF CURR. AND INSTRUCTION, BUILDING PRINCIPALS, TECHNOLOGY COORDINATOR, Teaching Staff (turn-key training)
	● **Training opportunities to include:**
	  ○ Use of Google Classroom for all grades with support materials and apps as appropriate for grade level and subject area.
	  ○ Use of Google Classroom for grades PK -1 and support platforms with paper materials as appropriate for grade level and subject areas. List of apps to further extend teaching learning process
	● All students 2-8 will have Chromebooks, PreK -1 have tablets. Review families surveys to update those families who may need hot spots or other technology support.
	  ○ Reach out to parents to see what is available in each household to support learning
	● School guidance counselors, district social worker and school psychologist along with the school nurse and teachers will work together to provide emotional and academic support to students and families as needed. (In person and remote learners)
	  ○ Resources for students and families (virtual portal, hard copies)
	  ○ Checking in with students and parents - create a priority list for weekly checks
	  ○ Create parent tutorials and resource library of " How to's" for remote learning materials, etc. so parents can better support students at home learning needs
	  ○ Social stories (JFK students)
	  ○ Positive reinforcement & clear expectations
	  ○ School guidance counselors, district social worker and school psychologist along with the school nurse and teachers will work together to provide emotional and academic support to students and families as needed. (In person and remote learners)
	● Based on data from June, articulation meetings, and monitoring of student participation with online assessments as part of classwork
	● Teachers, School guidance counselors, district social worker and school psychologist along with the school nurse and will work together to provide emotional and academic support to students and families as needed.
	● Instructional guidelines document created for lesson expectations of each teacher to use for scheduling of in-person/hybrid and remote learning experiences.

● Consistency	○ Lesson plans will be reviewed by Building principals and Sup. of Curr and Instruction

Virtual/Remote– Curriculum
 	
● Loss of Learning and Learning Gaps
 	
● Accelerated Learning
 	
● Prioritize Learning Goals
 	
Communication
 	
● Consistency
	BUILDING PRINCIPALS, SUPERVISOR OF CURR. AND INSTRUCTION, RTI staff, CST case managers
	
	● Based on data from 20-21, articulation meetings, and monitoring of student participation with all assessments
	   ○ Lessons will be based on where students are not where they should be
	   ○ Utilize the NJSLA anchor standards to prioritize teaching and learning goals
	      ■ Supervisor of Curriculum, RTI and LDTC staff to support teaching staff in determining gaps and ways to meet student needs
	      ■ Use of grade level materials
	      ■ Adapt curriculum to support gaps
	      ■ Monitor progress on grade level content and ways to fill in gaps
	● Continue to support teaching staff and provide clear consistent expectations about how to support student learning and academic needs
	● Utilize grade level and RTI meetings to support consistency in academic expectations

Virtual /Remote- Instruction
● Shared understanding
 	
● Types of Learning
 	
● Goal
 	
● Clarity
	SUPERVISOR OF CURR. AND INSTRUCTION, BUILDING PRINCIPALS
	
	● Review instructional expectations guidance document to assist teachers and staff with expectations on an as needed basis.
	   ○ Synchronous, asynchronous, recorded lessons
	   ○ Apps available for support (student and parent)
	● Student growth and students as independent and motivated learners
	● Teachers use Instructional Expectations guidance document as a model for student class expectations. Must be posted and discussed as part of the beginning in person or online class meetings. Staff must be clear and consistent with adherence to these expectations.
	● Social emotional learning can also be incorporated into Literacy lessons (book

● Creativity	and reading selections) as well as social studies, science and health/PE lessons
<u>Virtual /Remote - Assessment</u> ● Types of Assessments ● Assessment Strategy ● Professional Development ● Importance	**SUPERVISOR OF CURR. AND INSTRUCTION, BUILDING PRINCIPALS** ● Pre-assessment, formative, interim and summative assessments. Check for growth, not just mastery ● Use of pre-assessment and formative, data and anecdotal notes from June articulation meetings, and summer learning programs to review possible gaps 　○ Review anchor standards for grade level to determine how to begin the learning path ● Provide information and resources for assessment methods ● Teaching must address the needs of the students, not just getting through content. Less is more to reinforce student growth. Individual feedback must be timely and relevant to anchor standards.
<u>Professional Learning</u> ● Remote/Hybrid Learning ● Planning Time ● Technology ● Ongoing Professional Learning ● Professional Development Plans ● Mentoring	● Identify and use staff that were successful last spring to be "in-house experts". Provide opportunities for turnkey training and shared resources. ● Daily teaching schedule to include planning time encouraging grade level planning. Use of grade level and staff meetings to assist with the planning process. ● Staff all have computers, create list of approved apps, create list of "In-house" experts for assistance, provide PD training and resources as available based on staff need. 　○ Parent videos are also being created in order to support parent training needs to help with remote learning. ● The district Professional Development Plan was created to include hybrid/blended learning opportunities, social emotional awareness, trauma, tolerance and race relations. Training may be moved to the virtual platform as needed. ● The district Mentoring Plan has been completed for the 21-22 school year. Mentors will continue to meet weekly with their mentees and document such meetings. Zoom platform may be used for this purpose if the school is on remote/virtual learning.

● Evaluation	● Staff evaluation will take place according to Achieve NJ guidelines. The McRel tool is used for teachers, NJPEPL for supervisors and principals, "Danielson" derived tools for Educational Support Staff, instructional aides, secretaries , custodians, BA, and Technology Coordinator have a district generated form for evaluation based on their specific job description.