Neptune Township Schools
Reopening Plans
Remote/Hybrid Learning
2020-2021

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

Protocol for High Risk Staff Members

When staff members are not able to work on site, the district intends to have employees work remotely whenever possible. This decision will be based on the position and assignment of the employee as well as the district's overall capacity to maintain a thorough and efficient operation while utilizing employees in a remote nature. When remote work is not possible, employees will utilize provisions outlined in the Families First Coronavirus Response Act(FFCRA), along with other leave entitlements and accrued paid benefit days. High risk staff members will be required to submit medical documentation of their condition. The district will follow CDC guidelines as to high risk staff categories.

Protocol for High Risk Students

Students who are identified as high risk students will be provided a remote learning environment. The district's head nurse, in consultation with the Director of Special Services, will coordinate. The district will follow CDC guidelines as to high risk staff categories. Parents will provide medical documentation of high risk.

School District officials will maintain regular communication with county health agencies and state officials to determine current mitigation levels in the community.

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms/Onsite Opening

Social Distancing in Instructional and Non-Instructional Rooms

Students will be seated in instructional and non-instructional rooms at least six feet apart to the extent practicable. When not practicable, physical barriers may be used. Students will be required to wear face coverings unless doing so

would inhibit the student's health. Frequent mask breaks will be provided in areas that can accommodate six-feet distancing. The use of shared objects or equipment will be limited and when necessary items will be cleaned between uses. All indoor facilities will be monitored for proper ventilation.

Procedures for Hand Sanitizing/Washing

Hand sanitizing stations will be provided at entries and exits, in bathrooms, in the lunchroom, and in classrooms. Soap will be available in those classrooms that have sinks. Sanitizers will comply with CDC recommendations (at least 60% alcohol).

Students will wash hands frequently and at regular intervals throughout the day. All students will be asked to wash or sanitize hands for 20 seconds upon entry to classrooms, after eating, upon returning from outside, after using bathrooms, after sharing of materials, and any time after they blow their noses, sneeze or cough.

Critical Area of Operation #3 – Transportation

Student Transportation
1. Vehicles must be cleaned and disinfected between each use.
    Between runs – wipe seat backs, seat belts and railing upstairs with an all-purpose cleaner or a wipe not a disinfectant one (To be done by driver/aide)
    Upon return to yard after morning runs- Spray the high contact areas
    End of day repeat protocol

2. A staff person (Bus Aide) will accompany the driver on all transportation routes to ensure safety and social distancing. Face covering must be worn by all staff onboard buses.

3. Face coverings are required to be worn by students when social distancing is not possible. It is understood that use of face coverings may be challenging for younger students.

4. Open bus windows, except during inclement weather, to encourage ventilation.

5. Seats will be loaded back to front with siblings being seated together.

6. The Director of Special Services/designee will contact parents of those students who need accommodations with regard to wearing masks to develop an alternative plan.

Social Distancing on School Buses:

> As social distancing is not practicable due to the number of students needing transportation as well as the time, expense, and availability of increased buses and routes, all students will be required to wear face coverings unless medically exempt. No bandanas are allowed. Aides will report to building administrators any student who refuses to comply with this requirement. .Building administrators will speak to non-compliant students and explain the mask requirement. After two warnings, the administrator will call the parent. If, after two calls to the parent, the student continues to refuse to wear a mask, the student will be denied transportation. Age-appropriate expectations will be taken into consideration.

Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas/Onsite Opening

Location of Student and Staff Screening

> Staff and students will be required to pre-screen their temperatures and symptoms from home before coming to school. Symptomatic individuals will be required to stay home until symptom free according to the protocols in Appendix E.

Social Distancing in Entrances, Exits, and Common Areas

> All individuals will comply with social distancing requirements that are posted through signage throughout the buildings. All students and staff will be required to wear face coverings when entering or exiting the buildings and are in hallways and common areas. Each building Principal, along with his/her Pandemic Team will design and designate traffic flow to minimize close interactions between students. Visitors must have an appointment. Parent drop-off of student supplies will follow previously established guidelines. Bus arrivals and departures will be staggered.

Critical Area of Operation #5 - Screening, PPE, and Response to Students and

Staff Presenting Symptoms/Onsite Opening

Screening Procedures for Students and Staff

> Staff and students will be required to pre-screen their temperatures and symptoms from home before coming to school and submit proof of screening to each school. Symptomatic individuals will be required to stay home until symptom free.

> Staff members should be vigilant in observing students for symptoms. Symptoms include flushed cheeks, fatigue, dry cough/sneezing, and/or other abnormal symptoms. If a staff member sees that a student appears to be symptomatic, he/she will retain the student and contact the nurse's office.

Protocols for Symptomatic Students and Staff

- Call School Nurse via phone or radio.

- School Nurse will come to the classroom and escort student/staff member or another staff member escorts student/staff member to school nurse's office. Students and Staff must have a mask on at all times. All belongings must be sent with the individual to the school nurse's office.

- School Nurse will conduct an assessment according to CDC guidelines.

- The following symptoms are present:
  Temp of 100.0 or greater (per district procedure)

  OR two or more of the following:

  Difficulty breathing/shortness of breath

  Chest pressure

  New loss of taste or smell

  Cough

  Runny nose

  Body aches

Fatigue

Headache

Nausea/vomiting

- Individuals will remain isolated until leaving the building. Each building has created an isolation area where students will be placed under supervision until a parent/emergency contact picks up. Ensure that symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member who is at least 6 feet away.

- Student's belongings will be placed in a plastic bag.

- Emergency contact will be notified immediately with a request to have the child/staff member picked up immediately. It is expected that the student be picked up within 30 minutes. If applicable, the student or staff member may be sent to the Emergency Department. All staff and students will be advised to seek medical care.

- Students will be escorted by staff members to the designated door. Parents/family will not enter the building.

- Students will be denied entry onto the bus/building if sent home for suspicion of COVID symptoms and referred to a healthcare provider for evaluation on whether testing is needed.

- Staff members sent home with suspicion of COVID will not be allowed in the building and will be referred to their health care provider.

- School nurse will recommend COVID-19 testing or quarantining based on NJDOH/CDC guidelines.

- Student/staff member may return to school after medical clearance OR has quarantined for at least 10 days AND without signs and symptoms for 24 hours (without fever reducing medications)

Confirmed Positive student:

- Individuals who have symptoms of COVID-19 AND have tested positive (by PCR, rapid molecular or antigen testing): OR • have not been tested (i.e. monitoring for symptoms at home) should stay home and away from others until:
    - At least 10 days have passed since their symptoms first appeared AND They have had no fever for at least 24 hours (one full day without the
    use of medicine that reduces fever) AND

    Symptoms have improved (e.g. cough, shortness of breath)

    - Individuals who have NO symptoms and have tested positive should stay home and away from others until:
    - • 10 days have passed from the collection date of their positive
    COVID-19 diagnostic test AND they have not developed

    symptoms.

    - Students who have been identified as having close contact (within six feet for 15 minutes or more) will need to stay home for 14 days.

    Re-admittance: Students who have been denied access to the building because of COVID-like symptoms must follow the school's procedures on the number of days out and must see the school nurse to be cleared upon return.

- Individuals who have symptoms and have tested negative should stay home and away from others until:
    - 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve.
    - Contact tracing based on CDC guidelines will be further outlined by the Monmouth County Health Department.

Protocols for Face Coverings

> All staff members will wear face coverings throughout the work day. Each staff member will be provided with a cloth face covering and face shield. Students will be required to wear face coverings on buses, upon entering and exiting the schools, in hallways or other common areas, and in classrooms. Teachers will allow frequent "mask breaks" in areas where social distancing is possible if students are wearing masks for extended periods of time based on their observation of students' behaviors.

Critical Area of Operation #6 - Contact Tracing/Onsite and Remote

The district will cooperate to the extent permissible by law with the Monmouth County Health Department in reporting positive cases and details of exposure.   School nurses will be provided information regarding contact tracing. The Superintendent/Designee will report confirmed cases of COVID-19 and the building to which the specific positive-testing individual is housed. No names will be reported to the Department of Education.

If the district becomes aware of an individual who has spent time in a district facility and has tested positive for COVID-19, the head nurse will notify local health officials as well as staff and families as appropriate, and while maintaining confidentiality. The local health department will work in conjunction with the school nurses and staff to determine the close contacts of the individual. Health department guidelines for quarantine will be followed by the district.

Critical Area of Operation #7 - Facilities Cleaning Practices/Onsite for Staff or Students

Cleaning and Disinfecting of Schools and School Equipment

(1)   Custodial staff must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

(2)   The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a)   Day custodial staff will make several rounds throughout the building sanitizing common touch points and restrooms. Evening custodial staff will perform daily cleaning, followed by disinfecting of common touch points, desks, chairs, and restrooms.

(b)   Custodians will routinely 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).

(c)   EPA registered disinfectant products will be used. Use of all cleaning products according to the directions on the label.

(d)   Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i)   Classroom desks and chairs;

(ii)   Lunchroom tables and chairs;

(iii)   Door handles and push plates;

(iv)   Handrails;

(v)   Kitchens and bathrooms;

(vi)   Light switches;

(vii)   Handles on equipment (e.g. athletic equipment);

(viii) Buttons on vending machines and elevators;

(ix)   Shared telephones;

(x)   Shared desktops;

(xi)   Shared computer keyboards and mice;

(xii)   Drinking fountains; and

(xiii)   Playgrounds when used

Critical Area of Operation #8 – Meals

The district has been approved to operate the USDA School Breakfast and National School Lunch Programs for the 2020-2021 school year. These programs will be utilized, along with appropriate USDA waivers, to provide all enrolled students with access to up to two meals per day, five days per week.

Steps will be taken to maximize eligibility for Free or Reduced Price Meal benefits. Direct Certification matches will be performed monthly, paper benefit applications will be accepted as usual, and a fully online application process has been added to eliminate paper and reduce processing time.

In order to maintain accountability, all served meals will be directly tied to the student's current eligibility status. All students other than preschoolers will have scannable ID cards.

Modified meal service and consumption routines, including meals served to remote-instruction students, will result in the following changes to normal food service operations:

Suspension of Policies 8507 – Breakfast Offer Versus Serve & 8508 – Lunch Offer Versus Serve

Modification of standard meal choices at all grade levels

Greater use of prepackaged and shelf-stable items to maintain food safety standards

The following meal service model will be followed, but adapted to reflect actual attendance patterns, current health advisories, etc.

In-Person Instruction Days

- Preschool – students will be served both Breakfast and Lunch in their classrooms.
- Elementary Breakfast – students will pick up their meals upon entering the building and proceed to their classrooms for meal consumption. In buildings with low participation rates meal service will take place in the cafeteria, maintaining mask & social distancing requirements.
- Middle School Breakfast – students will pick up their meals upon entering the building and proceed to their classrooms for meal consumption.
- High School Breakfast – students will pick up their meals upon entering the building and proceed to their classrooms for meal consumption.
- Elementary Lunch – classrooms will visit the cafeteria in small groups, select their meals by proceeding through the regular serving line, and return to their classrooms for meal consumption. Mask and social distancing requirements will be maintained.

- Middle School Lunch – students will have the opportunity to pick up a meal during building dismissal.
- High School Lunch – students will have the opportunity to pick up a meal during building dismissal.

Remote Instruction Days

- All students on remote instruction (full or partial) will have access to Lunch on each scheduled school day.
- Meal orders will be submitted using a new online system.
- Meal pickup will be provided at six district locations.
- Systems put in place for remote instruction students will be designed to service all district students should in-person instruction be suspended.

Critical Area of Operation #9 – Recess/Physical Education/Onsite

Recess: Any use of playgrounds and playground equipment will be scheduled by the School Principal. The schedule will include 15 minutes between playground sessions so that custodians can follow cleaning protocols identified in Appendix G. If and when the district operates on a full day schedule, recess will be scheduled to allow 15 minutes cleaning between use.

Physical Education: No locker rooms will be utilized at the Middle and High School. Students should come to school on their assigned day in comfortable clothes and sneakers. An inventory of large spaces will be conducted by building Principals so that Physical Education classes can be assigned to large instructional areas and will observe social distancing practices. Physical education staff will create health and P.E. lessons that do not require shared equipment.

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

No in-person field trips or assemblies will be scheduled during the health emergency. Extra-curricular activities will follow Department of Education and Department of Health guidelines.

A review of the current procedures will be conducted two-three weeks after the re-opening to determine the feasibility of extra-curricular activities being held in person. These activities may begin remotely and will remain remote if social distancing is not practicable.

The district will consider outside use of outdoor facilities at the end of a 4-week period of on-site opening and will consider outside use of indoor facilities only after the Governor declares that the crisis is over.

Academic, Social, and Behavioral Supports/Onsite and Remote

Academic supports such as IEPs, 504s, I&RS Action Plans, and Reading Intervention Plans will continue to be created and followed for students who need academic intervention above and beyond the in class or remote instructional platforms. Referrals for Special Education should be directly sent to the Director of Special Services, Kathleen Skelton. All other referrals for academic supports should be discussed with the teaching, and guidance staff at each student's school.

Social and Behavioral Supports will be offered both in school and while on remote. Teletherapies by the district behaviorist, school counselors, school social workers and school psychologists will continue as per each student's individualized needs. Effective School Solutions (ESS) will continue to assist and monitor all students who are on the ESS clinician's caseloads at Green Grove Elementary School, Neptune Middle School and Neptune High School both remotely and in person. YMCA School Based and Remote Counseling is available to students and their families when appropriate. Students who are currently on caseloads will continue to be monitored either in school or through teletherapy. Students can be recommended for these programs through a staff member or family member.

Social and Emotional Learning (SEL) is a process which helps students in the following ways:

- Cultivates essential life skills
- Assists students with emotional awareness
- Fosters respect and care for others
- Establishes strong relationships
- Assists students with making ethical and responsible decisions
- Guides students in handling adversity constructively

*When these social and emotional skills are obtained, students gain emotional regulation, resilience, self-confidence, classroom engagement and best of all academic achievement!

SEL Programs and Practices across the district include but are not limited to:

- PBIS- Positive Behavioral Interventions and Support is a proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment
- Restorative Practices- focuses on reforming school discipline and improving relationships among stakeholders while minimizing punitive disciplinary measures
- Bucket Filling Program- students learn through this program that everyone in the world has an invisible bucket that holds all their good thoughts and feelings. When you do something kind for someone you fill their bucket - and yours gets filled up too. When you do something hurtful or unkind you "dip" into someone else's bucket.
- Nurtured Heart Approach- focuses on building relationships in which students are intrinsically motivated both academically and socially. The NHA shifts classroom culture

by actively nurturing positive and healthy relationships thereby creating a safe environment for its students.

- Second Step: Second Steps is a research-based program that promotes the social-emotional development of children from early childhood to grade eight. The program focuses on emotion management, situational awareness, and academic achievement.
- PBS -Positive Behavior Support is a process for addressing children's challenging behavior that is based on an understanding of the purpose of the behavior and a focus on teaching new skills to replace challenging behavior.

*All SEL Programs are closely monitored and data are reviewed for effectiveness. Data are also utilized in order to make informed decisions regarding future student and staff needs. Professional Development opportunities are offered for each program depending on the individual school where the program is being offered.

Restart Committee

A Restart Committee will be established to plan for safe operations and effective programs when schools reopen. The Committee will include the Superintendent, Assistant Superintendent, Business Administrator, Assistant Business Administrator, Facilities Engineer, Technology Engineer, Director of Curriculum, Director of Special Services, Department Chair of Guidance, administrative representatives of Early Childhood, Elementary Schools, and Secondary Schools, the Administrator of Athletics, Head Nurse, Transportation Coordinator, representatives of the teaching staff, parents, and students. The Restart Committee should reflect the diversity of the school community. The Superintendent will apprise the Board of Education of the discussions had and decisions made by the Restart Committee.

Pandemic Response Teams

A Pandemic Response Team will be established at each school and will appoint a liaison to the district's administrators. The team will include the Principal, teachers, a CST member, a counselor, a nurse, a member of the school safety team, a custodian, and a parent if appropriate.

The Pandemic Response Team will be responsible for overseeing the school's implementation of the response plan, assessing the effectiveness of protocols, determining any needed alterations to the plan, and reviewing school data regarding health and safety measures taken. The team will report any concerns to the Superintendent.

Scheduling of Students/Onsite and Remote

School Day

> School Day: Due to the high number of all-remote requests, the significant number of FFCRA-entitled leave and accommodation requests of staff, the shortage of substitute nurses, and the concern over isolation areas and protocols for symptomatic students at all schools, the district will operate until further notice on an all-remote model. The district

will reevaluate in late October and will determine ability to begin phasing in students on a hybrid model.

If/when a hybrid model is viable, schools will be divided into A and B groups and will operate on an AA/All Remote/BB schedule. The schedule will be revisited every week for the possibility to move eventually into a five-day, full-day in-person program for all students. The exception will be specific special education classes that will meet four days in person, as long as social distancing can be maintained.

An all-remote option will be provided.

Phase-in Plan:

> If, after weekly reviews of the success rate of the reopening plans as well as a review of community health data, all goes well, a tentative phase-in plan would be as follows:
>
> Move to AA/Remote/BB Full Days
>
> Move to 100 % capacity 3 days per week
>
> Move to 100% capacity 4 days per week
>
> Move to 100% capacity 5 days per week

If the governor lifts restrictions, a new plan will be developed and communicated to staff and families.

See program frameworks below. To ensure equity of access to all components of the instructional program, the district has conducted a needs assessment with regard to technology. Currently, the district has a 1:1 ratio of student to device in grades 4-12. The district was able to purchase and plan to purchase through grant funds additional devices so that all students who lack access to a device receive one. This includes connectivity through hot spots or other avenues.

Building Principals will maintain a list of those students who identify a need for device or internet support. Principals will work with the Technology Department to establish a weekly distribution time/date as well as a process for record-keeping related to inventory. This process will be repeated throughout the hybrid and/or remote period.

The technology department will communicate with those parents who have requested devices and will support student use.

PRESCHOOL REMOTE/HYBRID SCHEDULE

9 - 9:30am - Opening Group

9:45 - 10am - Story Lab

10am - 10:30am - Play Planning

-   One child at a time, then that child goes to play

10:30 - 11am - Free play similar to the play that would occur in centers

11am - 11:45am - Student Lunch (parent directed. Lunches can be picked up at the ECC at this time.)

11:45am - 12:15pm (the activity is 15 minutes long, but it might take longer for the parent/guardian to set up) - Remember and Replicate

12:15pm - 12:30 - Music and Movement

12:30 - 1pm (the activity is 15 minutes long, but it might take longer for the parent/guardian to set up - Graphics Practice

1pm - 1:15pm - Small Group Literacy or Small Group Math

1:15 - 1:30 - Lesson closure, parent/guardian reminders, student dismissal

Students After 1:30pm: (parent directed)

Gross motor time/Recess (at least 30 minutes)

Teachers schedule continued…

1:30 - 2pm - all teacher lunches

2 - 2:30 - all teacher prep periods

PRESCHOOL-HYBRID ATTENDANCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP A	On-site	On-site	Remote RCATS	Remote	Remote
GROUP B	Remote	Remote	Remote RCATS	On-site	On-site
GROUP C **All Remote Option**	Remote	Remote	Remote	Remote	Remote
CLASSROOM TEACHERS	On-site Group A	On-site Group A	Video Lesson Prep PD	On-site Group B	On-site Group B
RCAT TEACHERS	Home/School Contact - Group B/Video lesson prep	Home/School Contact - Group B/Video lesson prep	Remote Lessons	Home/School Contact - Group A/Video lesson prep	Home/School Contact - Group A/Video lesson prep

PRESCHOOL PROGRAM EXPECTATIONS (Non-negotiables)

- Tools of the Mind
- TOM Learn at Home
- Use of SeeSaw
- Second Step
- Google Meet for Recording Video lessons
- Zoom can be used for interactive moving towards Google Meet once families are ready

Additional Programs Approved but not required:

- Class Dojo (for Home/School Communication)
- Remind app (offers translation in other languages for Home/School Communication)

Notes:

- ➢ Targeted and Comprehensive Schools may also have other supplemental programs approved as determined by the building principal. These programs are supplemental and should not be used as replacement.
- ➢ Students with IEPS may have other approved programs as determined by the IEP.

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Preschool Instructional Focus:

Teachers are expected to teach at the preschool grade level and create a learning environment to engage each and every student in a developmentally appropriate manner inclusive of the ELA, Math, Science, and Social Emotional domains. Teachers who engage in ambitious teaching view each and every student as capable of making progress through a growth mindset for the developing preschooler. Implementation of the *Tools of the Mind* and *Second Step* programs is critical to ensure consistency and fidelity across the district in each preschool classroom. Teachers working with students with IEPs must follow the goals, objectives, accommodations and modifications listed within each student's IEP.

- ❏ Opening Group activities: timeline, weather, tallying, Share the News, Mystery Question, Graphics Practice (via small group teacher led and small group para led when live)
- ❏ Music/Movement/Gross Motor: Freeze Game and/or other music videos
- ❏ Message of the Day (Modified to comply with regulations)
- ❏ Play Planning followed by Play (Modified to comply with regulations)-- could do possible play dough or water paint at this time too
- ❏ Graphics Practice
- ❏ Story Lab Read Aloud-Comprehension Question? (via small group teacher led and small group para led when onsite)
- ❏ Math/Science Activities: I Have Who Has-Shapes, Numerals; Freeze on Number; Math Memory, Science Eyes; Vengar Drawing (via small group teacher led and small group para led when onsite)
- ❏ Social/Emotional Activity: (via small group teacher led and small group para led when onsite; Second Step Home Link lesson for parents)
- ❏ RCAT lessons - Wednesdays
- ❏ Meals: Breakfast and Lunch

Online Resources:

- ❏ *Tools of the Mind* website: toolsofthemind.org (staff and parents)
- ❏ Use of *Seesaw*
- ❏ *Second Step* and *PBS* with assistance of PIRT, if needed
- ❏ Embedded video for lesson plans (use assistance of Tech. staff to learn *Google Meet*, etc.), including ICS teachers
- ❏ Preschool Google "P" Drive and Resource folder created by Master Teacher
- ❏ Google Platform with assistance of district tech staff, as needed (*Google Meets, Zoom* sessions, etc.)
- ❏ Other District tech staff resources to update technology resources/activities, etc.

Materials for families (at no cost):

- ❏ *Tools @Home Virtual Classroom* (for fully remote and hybrid learning)
- ❏ At-home Remote Learning Activity plans (sent electronically by teachers)
- ❏ "I Have Who Has" games, *Tools* sound map
- ❏ *Tools of the Mind* website access
- ❏ *Second Step* parent link
- ❏ Pencil boxes/ziplock bags with crayons, pencils, markers, etc.-take home and bring back for in school sessions
- ❏ Whiteboards/ markers (can use regular paper)- take home and bring back for in school sessions
- ❏ Childcare Resources - Information posted

GRADING - PRESCHOOL:

Evidence collection - Link-it Assessment (for on-site)

If remote, select components of Link-it Assessment will be utilized

Preschool Assessment Resources:

- ❏ Transition plan for returning 4s as to learning gaps from March-June 2020 at-home learning
- ❏ *ESI* for new students (conducted in November if in school)-plan alternate for remote mode
- ❏ *Tools of the Mind* SW Summary Graph with review of individual play plans through Dynamic Assessment process
- ❏ Linkit *Tools* Assessment Evidence Documents: ELA, Math, SEL
- ❏ Linkit *Tools* Assessment Preschool Report Card (used for "in school" instruction)
- ❏ Teacher observation/Anecdotal notes based on student participation during small group instruction/play when in school
- ❏ Teacher observation/Anecdotal notes based on student participation during large group/small group/individual video sessions when in remote mode
- ❏ IEP Progress Reports and Mastery of IEP Goals and Objectives

KINDERGARTEN SCHEDULE HYBRID/REMOTE

9:00 a.m. - 9:30 a.m. - Teacher Prep Time

9:30 a.m. - 9:45 a.m. - Google Meet Session - Opening Group with an SEL emphasis

9:45 a.m. - 10:15 a.m. - Google Session 1 - Large Group Read Aloud (Live or recorded) - Fairy Tale then lead into Magic Treehouse Series

10:15 a.m. - 10:25 a.m. - Google Meet Music and Movement - Freeze game; Videos requiring student movement

10:25 a.m. - 11:05 a.m. - Google Meet Session 2 - Kindergarten - Individual Scaffolded Writing and Dramatization

11:05 a.m. - 11:15 a.m. - Brain Break; Free Choice; Movement

11:15 a.m. - 11:45 a.m. - Google Meet Session 3 - Kindergarten - Everyday Math

11:45 a.m. - 12:15 p.m. LUNCH BREAK

12:15 p.m. - 12:45 p.m. - Google Meet Session 4

12:50 pm - 1:30 p.m. - Google Meet Session 5

ELEMENTARY SCHEDULE/HYBRID/REMOTE

9:00 a.m. - 9:30 a.m. - Teacher Prep Time

9:30 a.m. - 9:45 a.m. - Google Meet Session - Morning meeting with an SEL emphasis

9:45 a.m. - 10:15 a.m. - Google Session 1 -

10:15 a.m. - 10:25 a.m. - Google Meet Movement/Brain Break

10:25 a.m. - 11:05 a.m. - Google Meet Session 2 -

11:05 a.m. - 11:15 a.m. - Brain Break; Free Choice; Movement

11:15 a.m. - 11:45 a.m. - Google Meet Session 3

11:45 a.m. - 12:15 p.m. LUNCH BREAK   20-30 minutes

12:15 p.m. - 12:45 p.m. - Google Meet Session 4

12:50 pm - 1:30 p.m. - Google Meet Session

ELEMENTARY (K-5) ATTENDANCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP A	On-site	On-site	Remote RCATS	Remote	Remote
GROUP B	Remote	Remote	Remote RCATS	On-site	On-site
GROUP C **All Remote Option**	Remote	Remote	Remote	Remote	Remote
CLASSROOM TEACHERS	On-site Group A	On-site Group A	Video Lesson Prep PD	On-site Group B	On-site Group B

RCAT TEACHERS	Home/School Contact - Group B/Video lesson prep	Home/School Contact - Group B/Video lesson prep	Remote Lessons (1 grade level per teacher)	Home/School Contact - Group A/Video lesson prep	Home/School Contact - Group A/Video lesson prep

ELEMENTARY PROGRAM EXPECTATIONS (Non-negotiables)

- *Tools of the Mind* - Preschool and Kindergarten
- SeeSaw - Kindergarten
- Google Meets (Zoom can be used for interactive moving towards Google Meet once families are ready)
- Google Classroom (Grades 1 - 12)
- Google Meet for recording lessons
- Reading Eggs
- Raz-kids Plus/Learning A to Z
- Imagine Learning - for English Language Learners
- Everyday Math (K-5)
- TCI Science (Grades 1-5)

Additional Programs Approved but not required:
- Class Dojo (for Home/School Communication)
- Remind app (offers translation in other languages for Home/School Communication)
- Learning Ally (for students who need a text to speech accommodation as per IEP, 504 or I&RS Action Plan)

Notes:
- ➢ Targeted and Comprehensive Schools may also have other supplemental programs approved as determined by the building principal. These programs are supplemental and should not be used as replacement.
- ➢ Students with IEPS may have other approved programs as determined by the IEP.

Elementary ELA Instructional Focus

We are preparing our students to be successful in college, career, and life. We want our students to read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts and use writing as a way of sharing information. We want our students to enjoy reading and writing!

ELA/Humanities Curriculum

- New Units of Study for Teaching Reading (Grades 1,3,4,5)
  - We will proceed with the units as teachers had time during the last school year to prepare for the transition.
  - Grade 2 is delayed due to the use of the Units of Study in Phonics being in Year 2.
- District Curriculum for Teaching Writing (Curriculum - Delaying the original implementation of the revised Units of Study for Reading documents)
- Units of Study for Teaching Phonics (Grades 1 & 2)
  - Grade 2- Is implementing the Units of Study in Phonics for Grade 2- training will include teaching remotely
- Words Their Way (Grades 3-5)
  - Teachers will have access to Words Their Way PDToolkit
- Social Studies Curriculum (Grades 1-5)

ELA Resources and Supplies Needed:

- Students- Wipe off boards/markers (can use regular paper)
- Teachers need time to record same lesson they will be teaching- Prep, PLCs
- Teachers are encouraged to share recorded videos into one Google Folder including the ICS and resource teachers
- Teachers have access to teaching videos created by the reading teachers- https://drive.google.com/open?id=1lzgKaq0PUBnNbxf7CblF_YigZfwsQElP

ELA Assessments:

- STAR Assessment (3 Times a Year)
- Raz-Plus-Running Records (3 Times a Year)
- Teacher Observation/Anecdotal Notes
- IEP Progress Reports and Mastery of IEP Goals and Objectives
- Unit Reading Comprehension Tests/On- Demand Writing Tasks

Everyday Mathematics - EDM-4 (Grades K-5)

Elementary Mathematics Instructional Focus:

Teachers will teach on grade level and create a learning environment that engages each and every student in meaningful mathematical work, cultivates positive mathematical identities, and develops students who can problem solve, reason and analyze. Teachers working with students with IEPs must follow the goals, objectives, accommodations and modifications listed within each student's IEP.

Everyday Math (EDM-4) Curriculum

Guidance related to priority lessons developed by the University of Chicago

Math Resources and Supplies:

Teachers provided log-ins for the online resources.

Online EDM Resources:

- ❏ McGraw-Hill ConnectEd login https://my.mheducation.com/login
- ❏ Tech Support for Connect Ed 1-800-598-4077

Math Student Supplies Needed:

- ❏ Wipe off boards- markers (can use regular paper)- take home and bring back to school
- ❏ EDM Math Journal 1 and 2 and online subscription login and password
- ❏ EDM Student Reference Book
- ❏ EDM Manipulatives (ex. Math Deck, Fraction Circles, etc.) as per grade
- ❏ Individual student copies of EDM resources not in Math Journal to be sent home.

Math Assessments:

- ● Everyday Math Assessment Resources (administered online)
    - ❏ EDM Beginning of Year
    - ❏ EDM Mid Year
    - ❏ EDM End of Year
    - ❏ End of Units
    - ❏ Open Response Problems
    - ❏ Student Conferences and Reflections
    - ❏ Unit Self- Assessments
    - ❏ Parent Reflections
    - ❏ My Exit Slip
    - ❏ About My Class
    - ❏ Math Log A
    - ❏ Good Work!
    - ❏ My Work
    - ❏ IEP Progress Reports and Mastery of IEP Goals and Objectives

SCIENCE - Elementary

Instructional Focus:

Teachers will implement the district science curriculum for their respective grade level/course and create a learning environment that engages each and every student in meaningful science learning, cultivate science literacy skills, and develop students who can problem solve, reason and analyze. Teachers who engage in ambitious teaching view each and every student as capable of making sense of science ideas and engaging successfully with challenging phenomena. Teachers working with students with IEPs must follow the goals, objectives, accommodations and modifications listed within each student's IEP.

Preschool and Kindergarten - See Tools of the Mind integration

Science (Grades 1-5) - Teach TCI

Teachers are encouraged to collaborate by grade level PLCs to create a hybrid of the Fast track and Master Track lesson plans based on the elementary school hybrid/remote schedule. All Teach TCI resources will be explored and utilized.

Teach TCI Components:

- ❏ Essential Question
- ❏ Observing Phenomena
- ❏ Investigations done individually if materials are available during in person class time following safety and social distancing protocols.
- ❏ Vocabulary
- ❏ Making Sense of Phenomena

Extra Teach TCI components for remote learning:

- ❏ Career Profiles
- ❏ Vocabulary Cards
- ❏ Lesson Games
- ❏ Biographies
- ❏ Super Simple Science Distance Learning activity

Online Resources:

- ❏ Teach TCI Student Login https://student.teachtci.com/student/sign_in

Supplies Needed:

- ❏ Science textbook
- ❏ Printed Interactive Student Notebook
- ❏ Printed Science Journal

Assessment Resources:

- ❏ Assessments
    - ❏ Discussion questions
    - ❏ Investigations
    - ❏ Unit Assessments (TCI test bank questions)
    - ❏ Student reflections

ELEMENTARY GRADING

- Standards Based Report Card
- N/E will be utilized for standards that are not able to be evaluated
- Rubrics need to be reviewed
- Admin to provide guidance for appropriate "Evidence" to be used reflecting on-site/remote/hybrid
- IEP Progress Reports and Mastery of IEP Goals and Objectives

MIDDLE SCHOOL SCHEDULE REMOTE

7:25 a.m.	Teacher Arrival
7:30 a.m.-8:10 a.m.	Office Hours/Parent Contact
8:15 a.m.-9:00 a.m.	Academic
9:05 a.m.-9:50 a.m.	Academic/PE/RCAT
9:55 a.m.-10:40 a.m.	Academic/PE/RCAT
10:45 a.m.-11:30 a.m.	Academic/PE/RCAT
11:35 a.m.-12:20 p.m.	Academic
12:25 p.m.-12:55 p.m.	Teacher Lunch
12:55 p.m.-1:55 p.m.	Collaboration Time
1:55 p.m.-2:25 p.m.	Office Hours/Parent Contact

Elective/PE Schedule

6th Grade-Period 2

7th Grade-Period 3

8th Grade-Period 4

MIDDLE SCHOOL SCHEDULE HYBRID

7:25 a.m.	Teacher Arrival
7:30 a.m.-7:40	Student Arrival
7:40 a.m. - 7:45 a.m.	Homeroom
7:45 a.m. - 8:35 a.m.	Period 1
8:38 a.m. - 9:28 a.m.	Period 2

9:31 a.m. - 10:21 a.m.   Period 3

10:24 a.m. - 11:14 a.m. Period 4

11:17 a.m. - 12:07 p.m. Period 5

12:07 p.m. - 12:20 p.m. Dismissal/Grab and Go Lunch

12:25 p.m. - 12:55 p.m. Teacher Lunch

12:55 p.m. - 2:25 p.m.   PLCs/PD/Department /Faculty/Grade Level Meetings.

Electives/PE Schedule:

6th Grade - Period 2

7th Grade - Period 3

8th Grade - Period 4

MIDDLE SCHOOL HYBRID ATTENDANCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP A	On site 5 period day 52 minutes	On site 5 period day 52 minutes	Remote	Remote	Remote
GROUP B	Remote	Remote	Remote	On site 5 period day 52 minutes	On site 5 period day 52 minutes
GROUP C **All Remote Option**	Remote	Remote	Remote	Remote	Remote
Self-contained Special Education Classes	On-site	On-site	Remote	On-site	On-site

TEACHERS	On site	On site	On-site	On site	On site
	5 period day	5 period day	Video Lesson Prep	5 period day	5 period day
	52 minutes	52 minutes	PD	52 minutes	52 minutes

Note: Self-contained special education classes follow AA/Remote/BB (4 days of in-school instruction)

Program Expectations (Non-negotiables):

- Into Math Program
- Accelerated Reader and STAR (to assess reading levels)
- Learning Ally (used with students with reading disabilities)
- National Geographic (MS ESL)
- Saddlebrook, Rigor, and Benchmark reading series (MS ESL)
- Google Suite (Classroom, Applications for Education)
- Google Meet
- NTSD Curriculum
- National Geographic (MS ESL)

Additional Programs Approved but not required:

- Screencastify for voice overs and videos

Supplemental Programs as determined by the Principal:

- Achieve3000*

*Targeted and Comprehensive Schools may also have other supplemental programs approved as determined by the building principal. These programs are supplemental and should not be used as replacement.

Note: Students with IEPS may have other approved programs as determined by the IEP.

Expectations for Teachers:

1. Teachers should employ a flipped model of content delivery when a student is home and facilitate graded assignments in class. It is understood that any given day could see a combination of both.
2. Teachers will be given time to plan together and divide the load of units of instruction to build a shared library of lessons.
3. Preferred method would be voiced over ppt/slide presentations, videos, etc.. These would ideally be no longer than 10 mins in length followed by a short check for understanding. Graded/Ungraded as teacher sees fit.
4. The supplemental Achieve ELA/Math programs done remotely will allow students to log time on task as well as a slate of graded assignments available to the teacher.
5. All students and staff will be provided videos, and tutorials on the use of technology.
6. Grading will not be adjusted at this time and teachers will grade traditionally employing consideration for students who are fully remote.
7. Seat time - Each student should be given enough work to account for 50 mins per class per day This can be in any combination of recorded lessons, projects, and Achieve.

MS GRADING:

District grading policy.

MS ENGLISH LANGUAGE ARTS:

Instructional Focus:

We are preparing our students to be successful in college, career, and life. We want our students to read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts and use writing as a way of sharing information. We want our students to enjoy reading and writing!

ELA Curriculum

NTSD Curriculum Documents (Grades 6, 7 and 8)

New Jersey Student Learning Standards

WIDA Standards (ESL)

- Student: attendance, participation, adhering to social distancing guidelines in person & appropriate online behavior
- Teacher : Prepare remote learning lessons (video) & provide specific feedback (within the week)

What still needs to be taught or reviewed by grade level & how to return to school with Acceleration not remediation (Address unfinished learning):

- Review curriculum/ pacing guide (may have to be revised/ create new pacing guides)
- Data: Gap Analysis (created end of last year)
  [Gap Analysis - MS](#)

- Data: 2019-2020 Link it!: https://drive.google.com/drive/folders/1-HvAu4hgFOb-k3hR5swzV12wJ9w17GiL?usp=sharing
- Review MS summer school program data:
  https://drive.google.com/file/d/1kuLljIZJZLAEIX_WzrnQLXh5mzgxayYe/view?usp=sharing
  (focus standards)

  - Review program - pre/ post assessment data after the 5 week program
- Reference: *Learning Acceleration Guide*
  https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf

Middle School ELA Resources

- NTSD ELA Curriculum
- New Jersey Student Learning Standards
- Google Suite for Education (Classroom & Meet)
- Link it!
- Accelerated Reader
- Achieve 3000
- Media Specialists
- Wipe off boards & markers & school supplies
- Public Library & school libraries for books (Independent reading books as well as curriculum resources such as mentor texts and class novels)
- Learning Ally (for students with disabilities)
- National Geographic (MS ESL)
- Saddlebrook, Rigor, and Benchmark reading series (MS ESL)

MS ELA Assessments:

STAR Assessment (6-8)

  - STAR Test Directions: https://docs.google.com/document/d/1HYJKir-jcqYrJOcq_1MKBCC8jjMrW-DXQ1nmmlkyIHE/edit?usp=sharing

Link it! Benchmark Tests - *Pre, Mid & Post* (6-12)

  - Assessment will be administered in person
  - Assessments will be administered in 1 class (40 minutes in MS)
  - 15 questions (5 Reading Standards)
  - *Rationale for standards selection will be based:*
    - [2019-2020 Link It! data](#)
    - [Gap Analysis - MS](#)

Teacher Observation/Anecdotal Notes

Unit Tests

On- Demand Writing Tasks/ longer writing assignments (writing process)

Research projects

STAR ASSESSMENT (ESL MS)

Read Theory (ESL MS and HS)

MS SOCIAL STUDIES:

NTSD Curriculum Documents

Social Studies Assessments:

Link it! Tests - *Pre & Post SGO Assessments and Finals* (6-12)

Assessment will be administered in person or remotely

- ○ Assessments will be administered in 1 class (40 minutes in HS)
- ○ *Rationale for standards selection will be based:*
  - ■ New NJSLS Social Studies Standards 2020
  - ■ Revised Curriculum
- Teacher Observation/Anecdotal Notes
- Unit Tests
- Social Studies: On- Demand Writing Tasks/ writing assignments (writing process)
- Research projects

Additional Considerations:

- Approved book cleaning products for books and materials
- Screening for ESL (will be done in person following Covid protocol; arranging with principals)

GRADES 6-8 MIDDLE SCHOOL (INTO MATH)

Into Math Program

Grade 6:

Unit 1 Priority Standard: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

- ❏ **Into Math Unit 1: Number Systems and Operations**
  - ❏ **Module 1: Integer Concepts**
    - ❏ *Prior Learning Options:*
      - ❏ Grade 5, Lesson 13.4
      - ❏ Reteach, Grade 5, Lesson 13.4
    - ❏ **Lesson 1.1:** Identify and Interpret Integers
    - ❏ Lesson 1.2: Compare and Order Integers
    - ❏ Lesson 1.3: Find and Apply Absolute Value

  - ❏ **Module 3: Fractions Division**
    - ❏ *Prior Learning Options:*
      - ❏ Grade 4, Lesson 10.3
      - ❏ Grade 5, Lessons 7.2, 8.2-8.4, and 11.2-11.4
    - ❏ **Lesson 3.1:** Understand Fraction Division
    - ❏ **Lesson 3.2:** Explore Division of Fractions with Unlike Denominators
    - ❏ **Lesson 3.3:** Explore Division of Mixed Numbers
    - ❏ **Lesson 3.4:** Practice and Apply Division of Fractions and Mixed Numbers
    - ❏ **Lesson 3.5:** Practice Fraction Operations
  - ❏ **Module 4: Fluency With Multi-Digit Decimal Operations**
    - ❏ *Prior Learning Options:* Grade 5, Lesson 1.5, 3.1, 14.4-14.5, 16.2, and 17.6
    - ❏ **Lesson 4.1:** Add and Subtract Multi-Digit Decimals
    - ❏ **Lesson 4.2:** Multiply Multi-Digit Decimals
    - ❏ Lesson 4.3: Divide Multi-Digit Whole Numbers
      - ❏ **Lesson 4.4:** Divide Multi-Digit Decimals
      - ❏ **Lesson 4.5:** Apply Operations with Multi-Digit Decimals

Grade 6 - Advanced I: (Note: Modules 4 and 10 of *Into Math Grade 6 Advanced I* do not cover priority standards.)

- ❏ **Unit 1 Priority Standards:**
  - ❏ Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
  - ❏ Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
  - ❏ Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

- ❏ **Into Math Unit 1: Rational Number Concepts** (Note: *Into Math* priority lessons are in **bold**)
  - ❏ **Module 1: Integer Concepts**
    - ❏ *Prior Learning Options:*
      - ❏ Grade 4, Lesson 1.2
      - ❏ Grade 5, Lessons 13.2 and 13.4
      - ❏ Reteach, Grade 5, Lesson 13.4
    - ❏ **Lesson 1.1:** Identify and Interpret Rational Numbers
    - ❏ Lesson 1.2: Compare Rational Numbers Using a Number Line
    - ❏ Lesson 1.3: Find and Apply Absolute Value
    - ❏ Lesson 1.4: Find and Apply LCM and GCF

- ❏ Lesson 1.5: Order Rational Numbers
- ❏ **Module 2: Fractions Division**
  - ❏ *Prior Learning Options:*
    - ❏ Grade 4, Lesson 10.3
    - ❏ Reteach, Grade 4, Lesson 10.3
    - ❏ Grade 5, Lessons 7.2, 8.2-8.4, 11.2, and 11.4
    - ❏ Reteach, Grade 5, Lesson 11.2-11.4
  - ❏ **Lesson 2.1:** Explore Division of Fractions with Like and Unlike Denominators
  - ❏ **Lesson 2.2:** Explore Division of Mixed Numbers
  - ❏ **Lesson 2.3:** Practice and Apply Division of Fractions and Mixed Numbers
  - ❏ **Lesson 2.4:** Practice Fraction Operations
- ❏ **Module 3: Fluency With Multi-Digit Decimal Operations**
  - ❏ **Lesson 3.1:** Add and Subtract Multi-Digit Decimals
  - ❏ **Lesson 3.2:** Multiply Multi-Digit Decimals
  - ❏ *Prior Learning Options:*
    - ❏ Grade 5, Lesson 3.1
    - ❏ Reteach, Grade 5, Lesson 3.1
    - ❏ Grade 6, Advanced I, Lessons 3.2
  - ❏ **Lesson 3.3:** Divide Multi-Digit Whole Numbers
  - ❏ **Lesson 3.4:** Divide Multi-Digit Decimals
  - ❏ **Lesson 3.5:** Apply Operations with Multi-Digit Decimals

Grade 7:

Unit 1 Priority Standards:

- ❏ Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks ½ mile in each ¼ hour, compute the unit rate as the complex fraction ½/¼ miles per hour, equivalently 2 miles per hour.
- ❏ Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
- ❏ Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

- ❏ **Into Math Unit 1: Proportional Relationships** (Note: *Into Math* priority lessons are in **bold**)
  - ❏ **Module 1: Identify and Represent Proportional Relationships**
    - ❏ Lesson 1.1: Explore Relationships
    - ❏ Lesson 1.2: Recognize Proportional Relationships in Tables
    - ❏ *Prior Learning Options:*
      - ❏ Grade 6, Lessons 5.1, 5.4, 5.5, 6.2, and 6.3
      - ❏ Reteach, Grade 6, Lesson 3.4
    - ❏ **Lesson 1.3:** Compute Unit Rates Involving Fraction
    - ❏ Lesson 1.4: Recognize Proportional Relationships in Graphs
    - ❏ *Prior Learning Options:* Reteach, Grade 7 Lesson 1.3
    - ❏ **Lesson 1.5:** Use Proportional Relationships to Solve Rate Problems
    - ❏ *Prior Learning Options:*
      - ❏ Grade 5, Lesson 9.4
      - ❏ Grade 6, Lessons 5.1 and 11.2
      - ❏ Reteach, Grade 6 Lesson 9.3
    - ❏ **Lesson 1.6:** Practice Proportional Reasoning with Scale Drawings

- ❏ **Module 2: Proportional Reasoning with Percents**
  - ❏ *Prior Learning Options:*
    - ❏ Grade 6, Lessons 5.1-5.5
    - ❏ Reteach, Grade 6, Lessons 5.2-5.5
  - ❏ **Lesson 2.1:** Percent Change
  - ❏ **Lesson 2.2:** Markus and Discounts
  - ❏ **Lesson 2.3:** Taxes and Gratuities
  - ❏ **Lesson 2.4:** Commissions and Fees
  - ❏ **Lesson 2.5:** Simple Interest

Grade 7- Advanced II: (Note: Modules 1, 3, and 13 of *Into Math Grade 7 Advanced II* do not cover priority standards.)

- ❏ **Unit 1 Priority Standard:** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

- ❏ **Into to Math Unit 1: Proportional Relationships** (Note: *Into Math* priority lessons are in **bold**)
  - ❏ **Module 2: Draw and Analyze Two-Dimensional Figures**
    - ❏ *Prior Learning Options:*
      - ❏ Grade 6, Lessons 5.1-5.5
      - ❏ Reteach, Grade 6, Lessons 5.2-5.5
    - ❏ Lesson 2.1: Draw Shapes with Given Conditions
    - ❏ Lesson 2.2: Draw and Construct Triangles Given Side Lengths
    - ❏ Lesson 2.3: Draw and Construct Triangles Given Angle Measures
    - ❏ Lesson 2.4: Draw and Analyze Shapes to Solve Problems
    - ❏ **Lesson 2.5:** Practice Proportional Reasoning with Scale Drawings

Grade 8: Into Math Unit 1: Transformational Geometry

- ❏ **Unit 2 Priority Standards:** (Note: *Into Math* priority lessons are in **bold**)
  - ❏ Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms
  - ❏ Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
  - ❏ Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
  - ❏ Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

- ❏ **Into Math Unit 2: Rational Number Operations**
  - ❏ **Module 3: Solve Linear Equations**

- ❏ *Prior Learning Options:*
  - ❏ Grade 6, Lessons 9.8-9.4
  - ❏ Grade 7, Lessons 7.1, 7.3-7.4
- ❏ **Lesson 3.1:** Solve Multi-Step Linear Equations
- ❏ **Lesson 3.2:** Examine Special Cases
- ❏ **Lesson 3.3:** Apply Linear Equations
- ❏ **Module 4: Angle Relationships**
  - ❏ *Prior Learning Options:*
    - ❏ Grade 7, Lesson 7.5
    - ❏ Grade 8, Lesson 2.3
  - ❏ **Lesson 4.1:** Develop Angle Relationships forTriangles
  - ❏ **Lesson 4.2:** Investigate Angle-Angle Similarity
  - ❏ **Lesson 4.3:** Explore Parallel Lines Cut by a Transversal
- ❏ **Module 5: Proportional Relationships**
  - ❏ Lesson 5.1: Explain Slope with Similar Triangles
  - ❏ *Prior Learning Options:*
    - ❏ Grade 7, Lessons 1.2-1.4
    - ❏ Grade 8, Lesson 4.2
  - ❏ **Lesson 5.2:** Derive $y=mx$
  - ❏ **Lesson 5.3**: Interpret and Graph Proportional Relationships
  - ❏ **Lesson 5.4:** Compare Proportional Relationships
- ❏ **Module 6: Understanding and Analyze Functions**
  - ❏ Lesson 6.1: Understand and Graph Functions
  - ❏ Lesson 6.2: Derive and Interpret $y=mx+b$
  - ❏ *Prior Learning Options:*
    - ❏ Grade 6, Lessons 10.1-10.3
    - ❏ Grade 7, Lessons 1.2-1.6
    - ❏ Grade 8, Lessons 5.1-5.4
    - ❏ Reteach, Grade 7, Lesson 1.3 and 1.5
  - ❏ **Lesson 6.3:** Interpret Rate of Change and Initial Value
  - ❏ **Lesson 6.4:** Construct Functions
  - ❏ *Prior Learning Options:*
    - ❏ Grade 7, Lessons 1.3, 1.5
    - ❏ Reteach, Grade 7, Lesson 1.5
  - ❏ **Lesson 6.5:** Compare Functions
  - ❏ *Prior Learning Options:*
    - ❏ Grade 8, Lesson 6.1
    - ❏ Reteach, Grade 8, Lesson 6.1
  - ❏ **Lesson 6.6:** Describe and Sketch Nonlinear Functions

Supplemental Programs:

- ● Achieve3000

MS Mathematics Assessments:

Assessments built into the Into Math Program

Link-it Assessments

Midterm/Final Exams

MS SCIENCE

Science Instructional Focus:

Teachers will implement the district science curriculum for their respective grade level/course and create a learning environment that engages each and every student in meaningful science learning, cultivate science literacy skills, and develop students who can problem solve, reason and analyze. Teachers who engage in ambitious teaching view each and every student as capable of making sense of science ideas and engaging successfully with challenging phenomena.

Teachers working with students with IEPs must follow the accommodations and modifications listed within each student's IEP.

Science (Grades 6-12)

Teachers are encouraged to collaborate with colleagues teaching the same science course to create shared in person and remote lessons plans. Teachers are mandated to review all IEPs of classified students and follow all necessary accommodations and modifications listed for each classified student.

Science Components:

- ❏ Clear learning targets
- ❏ Anchoring Unit Phenomena
- ❏ Science Literacy (reading, writing and speaking) activities
- ❏ Vocabulary
- ❏ Science & Engineering Practices (SEPs) and Cross Cutting Concepts (CCCs)
- ❏ Simulations

Extra components for remote learning:

- ❏ Career Profiles
- ❏ Community Science

Online Resources:

- ❏ District curriculum
  https://www.neptuneschools.org/apps/pages/index.jsp?uREC_ID=448314&type=d
- ❏ NJ DOE NJSLS Science https://www.state.nj.us/education/aps/cccs/science/
- ❏ https://www.openscied.org/
- ❏ Next Generation Science https://www.nextgenscience.org/resources/examples-quality-ngss-

design
- ❏ National Science Teacher Association https://www.nsta.org/
- ❏ Simulations https://libguides.mines.edu/oer/simulationslabs

Student Supplies Needed:

- ❏ Digital Notebook
- ❏ Google Classroom
- ❏ Calculator (scientific - Chemistry/Physics)

Teacher Support:

- ❏ Google Classroom should be set up to communicate daily in person and remote lessons with students and families.
- ❏ Teachers are encouraged to share recorded videos into one Google Folder.

MS Science Assessment:

- ❏ Student reflections
- ❏ Class discussions
- ❏ Lab simulations
- ❏ Projects (research)
- ❏ Unit Assessments
- ❏ IEP Progress Reports and Mastery of IEP Goals and Objectives

HIGH SCHOOL REMOTE SCHEDULE

Student:

8:00am start time - 1 hour blocks - 10 minute breaks in between - 4 hours of seat time - 20 minutes supplemental - 80 minutes of instruction total per day per class

Block 1: 8:00am - 9:00am - Google meet with full class - direct instruction

Block 2: 9:10am - 10:10am -Google meet with full class - direct instruction

Block 3: 10:20am - 11:20am -Google meet with full class - direct instruction

Block 4: 11:30am - 12:30pm -Google meet with full class - direct instruction

Teacher:

Start of Day: 7:15am - 8:00am - Parent contact/Engagement strategies

Block 1: 8:00am - 9:00am - Google meet with full class - direct instruction

Block 2: 9:10am - 10:10am -Google meet with full class - direct instruction

Block 3: 10:20am - 11:20am -Google meet with full class - direct instruction

Block 4: 11:30am - 12:30pm -Google meet with full class - direct instruction –

Lunch: 12:30pm-1:00pm

End of Day: 1:00pm-1:55pm - Remote Lesson Planning/PLCs

Prep: Varies - Remote Learning Prep

Duty: Varies - Parent Contact

HIGH SCHOOL HYBRID SCHEDULE

Student Breakfast - Grab and Go - Students eating in class

Monday- Friday (7:30 am -11:50 am)

Block 1:   7:30am - 8:30am - Google meet with full class - direct instruction

Block 2:   8:35am - 9:35 am -Google meet with full class - direct instruction

Block 3:   9:40 am - 10:40 am -Google meet with full class - direct instruction

Block 4:   10:45 am - 11:50pm -Google meet with full class - direct instruction

11:50 a.m. Student Lunch - Grab and Go - Eat at home

12:00pm - 12:30pm - Teacher Lunch Break

12:30pm - 1:55pm - Remote Planning/Lesson Development

HIGH SCHOOL HYBRID ATTENDANCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP A	On-site	On-site	Remote	Remote	Remote
GROUP B	Remote	Remote	Remote	On-site	On-site
GROUP C **All Remote Option**	Remote	Remote	Remote	Remote	Remote
Self-contained Special Education Classes	On-site	On-site	Remote	On-site	On-site
ALL TEACHERS	On-site Group A	On-site Group A	On-site Video Lesson Prep PD	On-site Group B	On-site Group B

Note: Self-contained special education classes follow AA/Remote/BB (4 days of in-school instruction)

HS Programs Required (non-negotiables)

- Google Suite (Google Classroom)
- Google Meet to record lessons and interactive sessions
- Use of NTDS Curricula
- "Remote Learning Edmentum" - Supplementing aligned to units.
- Rosetta Stone (NHS ESL)
- Saddlebrook, Rigor, and Benchmark reading series (ESL NMS and NHS)

Teacher Resources:

How to move along in the curriculum while addressing unfinished learning.

- Reference Learning Acceleration Guide:
    https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf

Technology Apps & Resources:

- *Tech Specialist Google Site -* **Remote Learning Resources Website for tips, tricks and video tutorials (updated daily)**
    - Parent/Student How to: Email, Google Meet and Zoom on a Neptune Issued Chromebook: https://youtu.be/7L5Q3WS-iXk
    - Written Instructions for Accessing Google Meet and Zoom on a Neptune Issued Chromebook: https://docs.google.com/presentation/d/103SXaUczaDhWGakz8zABZBBKY40QE_JeG1unuXDBjuU/edit?usp=sharing
    - Screencastify- https://docs.google.com/presentation/d/127EuzkKZxz2sRaw5veUBIl9c_HllGcMgzG6VlDchswY/edit?usp=sharing
    - Google Classroom- https://drive.google.com/drive/folders/0ByZWP2DRabByVGdlY3FXaE8zblU?usp=sharing

HIGH SCHOOL GRADING:

District Grading Policy

HS ENGLISH LANGUAGE ARTS:

Instructional Focus:

We are preparing our students to be successful in college, career, and life. We want our students to read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts and use writing as a way of sharing information. We want our students to enjoy reading and writing!

ELA Curriculum

NTSD Curriculum Documents

New Jersey Student Learning Standards

WIDA Standards (ESL)

Expectations:

- Student: attendance, participation, adhering to social distancing guidelines in person & appropriate online behavior
- Teacher : Prepare remote learning lessons (video) & provide specific feedback (within the week)

What still needs to be taught or reviewed by grade level & how to return to school with Acceleration not remediation (Address unfinished learning):

- Review curriculum/ pacing guide (may have to be revised/ create new pacing guides)
- Data: Gap Analysis (created end of last year)
  [Gap Analysis - HS](#)

- Data: 2019-2020 Link it!: https://drive.google.com/drive/folders/1-HvAu4hgFOb-k3hR5swzV12wJ9w17GiL?usp=sharing
- Review MS summer school program data:
  - https://drive.google.com/file/d/1kuLljIZJZLAEIX_WzrnQLXh5mzgxayYe/view?usp=sharing   (focus standards)
  - Review program - pre/ post assessment data after the 5 week program
- Reference: *Learning Acceleration Guide*
  - https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf

ELA Professional Development

- Data informed instruction; Use of data to differentiate (conferences, strategy groups, small group instruction)
- Lesson plans that reflect grade level standards and activities
- Continued independent reading at HS
- Making sure time is provided for independent reading (conferences/small group) at the MS.
- Teacher modeling (reading and writing)
- Teachers using their own writing as mentors (from Kittle and Gallagher, 180 Days book)
- PLCs – focus, productivity
- Creation of common assessments; differentiated for Honors, CP and Resource (Scoring with common rubrics)

HS ELA Assessments:

When possible, teachers will administer assessments in person. All assessments can be administered remotely.

- **Link it! Benchmark Tests** - *Pre, Mid & Post* (6-12)
  - Assessment will be administered in person if possible
  - Assessments will be administered in 1 class (40 minutes in MS & 80 minutes in HS)
  - 15 questions (5 Reading Standards)
  - *Rationale for standards selection will be based:*

- ■

- ❏ Postulates and Diagrams
- ❏ Conditional Statements
- ❏ *Prior Learning Standards for a Scaffold Approach*:
    - ❏ 6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
    - ❏ 7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
    - ❏ 8.G.1 Verify experimentally the properties of rotations, reflections, and translations:
    - ❏ a. Lines are taken to lines, and line segments to line segments of the same length.
    - ❏ b. Angles are taken to angles of the same measure.
    - ❏ c. Parallel lines are taken to parallel lines.
    - ❏ 8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
    - ❏ 8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

Algebra 2

- ❏ **Standards:**
    - ❏ **A-CED** Algebra - *Creating Equations:* Create equations that describe numbers or relationships
    - ❏ **N-VM.C** Number and Quantity - *Vector and Matrix Quantities:* Perform operations on matrices and use matrices in applications.
    - ❏ **F-IF.C** Functions - *Interpreting Functions:* Analyze functions using different representations
- ❏ **Lessons:**
    - ❏ Systems of Equations
    - ❏ Systems of Linear Inequalities
    - ❏ Using Matrices to Solve Linear Systems
    - ❏ Quadratic Functions
- ❏ *Prior Learning Standards for a Scaffold Approach*:
    - ❏ 7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
    - ❏ a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
    - ❏ b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.
    - ❏ 8.EE.7 Solve linear equations in one variable.
    - ❏ b. Solve linear equations with rational number coefficients, including equations whose

solutions require expanding expressions using the distributive property and collecting like terms.

❏ 8.EE.8 Analyze and solve pairs of simultaneous linear equations.
❏ c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.
❏ NOTE: A.CED.2 is introduced in Algebra 1 and extended in Algebra 2.
❏ 8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
❏ 8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
❏ NOTE: F.IF.4 is introduced in Algebra 1 and extended in Algebra 2

SOCIAL STUDIES/ROTC:

NTSD Curriculum Documents

ROTC - Guidelines consistent with the NJDOE and Navy.

Social Studies/ROTC Assessments:

Link it! Tests - *Pre & Post SGO Assessments and Finals* (6-12), Midterms (9-12)

- ○ Assessment will be administered in person or remotely
- ○ Assessments will be administered in 1 class (80 minutes in HS)
- ○ *Rationale for standards selection will be based:*
  - ■ New NJSLS Social Studies Standards 2020
  - ■ Revised Curriculum
● Teacher Observation/Anecdotal Notes
● Unit Tests
● Social Studies: On- Demand Writing Tasks/ writing assignments (writing process)
● Research projects

Additional Considerations:

● Approved book cleaning products for books and materials
● Screening for ESL (will be done in person following Covid protocol; arranging with principals)
● NJROTC Drill, Physical Training, and Uniform Inspections will be held outside when weather permits and follow Covid protocol

SCIENCE

K-12 Science Instructional Focus:

Teachers will implement the district science curriculum for their respective grade level/course and create a learning environment that engages each and every student in meaningful science learning, cultivate science literacy skills, and develop students who can problem solve, reason and analyze. Teachers who engage in ambitious teaching view each and every student as capable of making sense of science ideas and engaging successfully with challenging phenomena.

Teachers working with students with IEPs must follow the accommodations and modifications listed within each student's IEP.

Science (Grades 6-12)

Teachers are encouraged to collaborate with colleagues teaching the same science course to create shared in person and remote lessons plans.

Science Components:

- ❏ Clear learning targets
- ❏ Anchoring Unit Phenomena
- ❏ Science Literacy (reading, writing and speaking) activities
- ❏ Vocabulary
- ❏ Science & Engineering Practices (SEPs) and Cross Cutting Concepts (CCCs)
- ❏ Simulations

Extra components for Remote Learning:

- ❏ Career Profiles
- ❏ Community Science

Online Resources:

- ❏ District curriculum https://www.neptuneschools.org/apps/pages/index.jsp?uREC_ID=448314&type=d
- ❏ NJ DOE NJSLS Science https://www.state.nj.us/education/aps/cccs/science/
- ❏ https://www.openscied.org/
- ❏ Next Generation Science https://www.nextgenscience.org/resources/examples-quality-ngss-design
- ❏ National Science Teacher Association https://www.nsta.org/
- ❏ Simulations https://libguides.mines.edu/oer/simulationslabs

Student Supplies Needed:

- ❏ Notebook
- ❏ Google Classroom
- ❏ Calculator (scientific - Chemistry/Physics)

Teacher Support:

- ❏ Google Classroom should be set up to communicate daily in person and remote lessons with students and families.
- ❏ Teachers need time to record same lesson they will be teaching- Prep, PLCs as students have an abbreviated day
- ❏ Teachers are encouraged to share recorded videos into one Google Folder including the ICS and resource teachers.

Science Assessments:

- ❏ Student reflections
- ❏ Class discussions
- ❏ Lab simulations
- ❏ Projects (research)
- ❏ Unit Assessments
- ❏ IEP Progress Reports and Mastery of IEP Goals and Objectives

<u>RELATED CONTENT AREAS/ELECTIVES</u>

K-12 STEM Instructional Focus:

Teachers are expected to implement the district STEM curriculum for their respective grade level/course and create a learning environment that engages each and every student in meaningful science, technology, engineering and math learning, support science literacy skills, and develop students who can solve challenges through the design process. Teachers who engage in ambitious teaching view each and every student as confident and capable problem solvers. Teachers working with students with IEPs must follow the accommodations and modifications listed within each student's IEP.

Grades K-12 STEM (Science, Technology, Engineering & Math)

Teachers are encouraged to collaborate by PLCs to create shared in person and remote lessons plans. Due to the release of the 2020 NJSLS in Science in June 2020, the department will have the opportunity to articulate K-12 and to become familiar with new NJDOE NJSLS in Technology (computer Science and Design Thinking) and to make recommendations for curriculum revisions K-12.

STEM Components:

- ❏ Science & Engineering Practices (SEPs) and Cross Cutting Concepts (CCCs)
- ❏ Simulations
- ❏ Design challenges

Extra components for Remote Learning:

- ❏ Career Profiles
- ❏ Community Science

Online Resources:

- ❏ District curriculum https://www.neptuneschools.org/apps/pages/index.jsp?uREC_ID=448314&type=d
- ❏ NJ DOE NJSLS Science https://www.state.nj.us/education/aps/cccs/science/
- ❏ NJDOE NJSLS Computer Science & Design Thinking Simulations https://libguides.mines.edu/oer/simulationslabs
- ❏ National Science Teacher Association https://www.nsta.org/
- ❏ http://dailystem.com/news/
- ❏ https://education.lego.com/en-us

Student Supplies Needed:

- ❏ Notebook
- ❏ Google Classroom
- ❏ Common household recycle materials (possible)

Teacher Support:

- ❏ Google Classroom should be set up to communicate daily in person and remote lessons with students and families.
- ❏ Teachers are encouraged to share recorded videos into one Google Folder.

Assessment Resources:

- ❏ Student reflections
- ❏ Class discussions
- ❏ Lab simulations
- ❏ Projects (research)
- ❏ Student presentations
- ❏ IEP Progress Reports and Mastery of IEP Goals and Objectives

K-12 Visual & Performing Arts and World Language

Instructional Focus:

To deliver highly effective instruction as well as preparing to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

Expectations:

When planning for the 2020-2021 school year, whether instruction is remote, in-person, or a hybrid, all VPA-WL teachers are encouraged to build lesson planning around the following guidelines:

- Prioritize most critical prerequisite skills and knowledge
- Evaluate unfinished learning and provide accelerated support
- Adapt curricular scope and sequence/pacing as needed
- Monitor students' progress, adjust support and provide specific ongoing regular feedback
- Follow all IEP goals, objectives, accommodations and modifications
- Infuse SEL Competencies into instruction
- Provide clear and flexible expectations
- Planning- Important considerations during remote/hybrid instruction:
  - Type and length of assignments/activities
  - How you will interact (small group, regular check ins, office hours for review/extra help)
  - How students will demonstrate learning (process over product)
    - Identify revised criteria to demonstrate master/grades/projects
    - Use multiple approaches (i.e. asynchronous; synchronous- use "show me" what you have learned approach whenever possible)
  - Resource selections which
    - identify and address learning gaps
    - address learning needs/styles/interests
    - are high quality
  - Technology needs- ensure platforms are in place

The following resources were used in creating this guidance document, teachers are encouraged to refer to these documents for content specific support: *September Ready* provided by Arts Ed Now Taskforce; *NAfME Fall 2020 Guidance for Music Education* prepared by the National Federation of State High School Associations and the National Association for Music Education; *ACDA Covid-19 Response Committee Report* prepared by American Choral Directors Association, *The Road Back: Restart and Recovery Plan for Education* provided by NJDOE; *Learning Acceleration Guide* prepared by The New Teachers Project (TNTP.org). In addition, content specific instructional planning support is provided in the chart below.

K - 12 Visual Performing Arts - World Language Pandemic Scenario Guidance

Instructional Strategies

Content Specific Instructional Planning Guidance:

Choral Instruction: https://drive.google.com/file/d/1oByNNnGKGp-8Qki5xSHABggg5zI0FIKm/view?usp=sharing

Music Instruction: https://drive.google.com/file/d/1dHloEAi0E3qoJ8Svlx3yF9ndc0-x7_Y5/view?usp=sharing

Art Instruction: https://www.arteducators.org/learn-tools/remote-learning-toolkit

World Language Instruction: https://www.actfl.org/resources/teaching-and-learning-remotely

SEL (all disciplines): https://sel4nj.org/covid-19-sel-mental-health/

SEL for the Arts: https://selarts.org/

Addressing Gaps: https://drive.google.com/file/d/1bb6rjs7a4jOJBwUBbOcFBTrQpfX-6X-I/view?usp=sharing

Scenario 1: **On-site with social distancing restrictions**	Ensure activities are modified to accommodate social distancing and possibility of being on a cart and moving to students. If classroom space is a concern seek alternative larger location options with your DC/Principal. Develop instructional strategies and practices to support SEL and differentiate instruction for students with special needs. Provide small group instructional opportunities. Mark standing/sitting spots on the floor with stickers or dots. Project-based Learning (long-term units broken into smaller pieces). Consider planning by grade-level bands. Follow all school required cleaning protocols. Art: Suggest additional time between transitions for cleaning high touch art supplies; create individual student art kits when possible.
Scenario 2: **Hybrid** **On-site & Remote**	Live instruction to introduce new concepts, student exploration of content on remote "virtual" time (flipped classroom concept). Develop instructional strategies and practices to support SEL and differentiate instruction for students with special needs. Distance Learning Resources for the Arts: https://www.artsednj.org/covid19/ Art: Suggest additional time between transitions for cleaning high touch art supplies; create

	individual student art kits when possible.
Scenario 3: **All Remote**	Synchronous instruction to introduce new concepts. Asynchronous to reinforce. Synchronous (office hours) for review and reinforcement. Provide virtual small group instructional opportunities. Include student choice through "choice boards" Create assignments that can be completed with performance videos Develop instructional strategies and practices to support SEL and differentiate instruction for students with special needs. Culturally-Responsive and inclusive content should be at the heart of instruction. Distance Learning Resources for the Arts: https://www.artsednj.org/covid19/
Scenario 4: **Transitioning to Remote** **if needed**	Ensure you have a LMS (Learning Management System) in place such as Google Classroom, Google Meets, Seesaw, Music First, Zoom, etc. Ensure you have up to date parent contact information.

Technology and Supply Needs Requests (costs involved)
VPA -Technology Subscription requests/quotes (MS/HS): https://docs.google.com/spreadsheets/d/1yriE5NVRmS7az1_7r6TyBnL2e3E_XqQmoMhwqmWBYxI/edit?usp=sharing

Scenario 1: **On-site with social distancing restrictions**	Supplies: Carts for any teachers moving to the students (additional time needed between classes to restock cart). Art: Additional time between transitions needed for cleaning high touch art supplies; create individual student art kits when possible. Theatre, Chorus, and World Language: Face shields for students, if masks are required. HS Ceramics: Gloves HS Media Arts: Supplies for cleaning keyboards Band: Supplies for cleaning instruments
Scenario 2: **Hybrid** **On-site & Remote**	Supplies: Carts for any teachers moving to the students(additional time needed between classes to restock cart). Art: Additional time between transitions needed for cleaning high touch art supplies; create

	individual student art kits when possible. Theatre, Chorus, and World Language: Face shields for students, if masks are required. HS Ceramics: Gloves HS Media Arts: Supplies for cleaning keyboards Band: Supplies for cleaning instruments Technology Needs Request for Hybrid: Instrumental Courses- Smart Music- ($2,660.00 for HS and MS total -4 teachers) Choral Courses -Choral Tracks ($300 for MS and HS total) Digital Music Courses-Sound Trap ($250 total- includes 50 students) Subscription Quotes: https://docs.google.com/spreadsheets/d/1yriE5NVRmS7az1_7r6TyBnL2e3E_XqQmoMhwqmWBYxI/edit?usp=sharing
Scenario 3: **All Remote**	Supplies: Extra funds to send art supplies home, if possible. Technology Needs Request for All Remote: HS Art and Ceramics: Scholastic Art Digital Magazines ($6,042= 4 teachers 672 students) HS/MS Music: same as above for hybrid HS Media Arts and World Language: Screencastify- access to district account if available Subscription Quotes: https://docs.google.com/spreadsheets/d/1yriE5NVRmS7az1_7r6TyBnL2e3E_XqQmoMhwqmWBYxI/edit?usp=sharing
Scenario 4: **Transitioning to Remote**	Same as Scenario 3
Professional Development	

Scenario 1:
 	
On-site with social distancing restrictions
	District's social distancing protocols
	
	Preparation for possible immediate emergency switch to "all remote".
	
	Management of possible "teaching from cart scenario"
	
	PD that applies to relevant and important topics VPA-WL, regardless of the instructional scenario:
	
	     ○ Culturally responsive curriculum and resources
	
	     ○ Anti-racist pedagogy
	
	     ○ LGBTQ+ and People with Disabilities inclusive curriculum
	
	     ○ SEL Competencies (2020 NJSLS VPA & SEL Crosswalk)
	
	     ○ Understanding our new standards

Scenario 2: **Hybrid** **On-site & Remote**	Implementation of Learning Management Systems (LMS) such as Google Classroom, Google Meets, Seesaw, Music First, Zoom, etc. How to create instructional videos that engage students online How to create materials for students (choice boards, activity cards, interactive classrooms) How to organize/adapt your curriculum (concepts/lessons taught) Assessment and Grading Music Specific: How to do a virtual performance in whatever capacity you have (using Flipgrid, Acappella, iMovie, etc)
Scenario 3: **All Remote**	Same as Scenario 2 How to provide quality instruction in either asynchronous or synchronous virtual settings
Scenario 4: **Transitioning to Remote**	Same as Scenario 3
Performances	
Scenario 1: **On-site with social distancing restrictions**	small groups, small audience; social distanced, outside CBDNA, NFHS, NAfME, the NAMM Foundation and over 100 performing arts organizations are supporting a scientific study to learn how COVID-19 may spread in the course of music activities. The study is examining possible mitigation techniques to prevent

	or lessen aerosol distribution during singing and playing of wind instruments. The results of this research will inform our understanding and, subsequently, the development of effective mitigation strategies for music education. We are advised by the researchers that results may be forthcoming by early July. See link for details: https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/
Scenario 2: **Hybrid** **In-person & Remote**	small groups, spaced out; outside or no audience; live streaming or recorded
Scenario 3: **All Remote**	virtual/ pre-recorded concerts
Scenario 4: **Switching to Remote**	virtual/ pre-recorded concerts

K-12 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

Teachers are encouraged to collaborate by the designated grade level course to create shared on-site and remote lesson plans.

Health and PE Components:

- ❏ Health and Physical Literacy (reading, writing and speaking) activities
- ❏ Warm up/Stretches
- ❏ Personal fitness goals and goal tracking
- ❏ Equipment sharing will be limited.
- ❏ Social distance guidelines must be followed
- ❏ Outside space use is encouraged pending weather.

Extra components for remote learning:

- ❏ Career Profiles
- ❏ Fitness challenges
- ❏ Community and Family Fitness
- ❏ Youtube video workouts exercises (ex. yoga).

Online Resources:

- ❏ District curriculum
  https://www.neptuneschools.org/apps/pages/index.jsp?uREC_ID=448314&type=d
- ❏ NJ DOE NJSLS - Comprehensive Health and Physical Education
  https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
- ❏ https://www.shapeamerica.org/
- ❏ Mindful apps https://www.puregym.com/blog/top-free-mindfulness-apps/

Student Supplies Needed:

- ❏ Notebook
- ❏ PE appropriate dress/shoes

Teacher Support:

- ❏ Google Classroom should be set up to communicate daily in person and remote lessons with students and families.
- ❏ Teachers are encouraged to share recorded videos into one Google Folder.

Assessment:

- ❏ Student reflections
- ❏ Logs
- ❏ Class discussions
- ❏ Skills demonstration (videos for remote learning; interactive demonstrations)
- ❏ Projects (research)
- ❏ Unit Assessment

Staffing

The district will survey staff as needed in order to help inform decision making regarding the instructional program being offered. Survey results will help organize staff into groups according to their onsite availability. These results will be compared to parent survey results in order to help structure learning groups in schools.

When staff members are not able to work on site, the district intends to have employees work remotely whenever possible. This decision will be based on the position and assignment of the employee as well as the district's overall capacity to maintain a thorough and efficient operation while utilizing employees in a remote nature.

When remote work is not possible, employees will utilize provisions outlined in the Families First Coronavirus Response Act (FFCRA), along with other leave entitlements and accrued paid benefit days.

The district intends to recruit substitutes on an ongoing basis and offer additional orientations in an effort to increase the substitute workforce. Substitutes will also be queried regarding their ability to report on site. When possible building based subs will be provided. This includes substitute nurses.

Student teachers will be required to obtain a substitute certificate. This will allow students teachers to supervise students without a district employee being present when needed. Student teachers will also be utilized to develop lesson plans and learning activities in accordance with the instructional plan.

Staff will be expected to cooperate regarding additional duties they may be assigned in an effort to carry out the details of the reentry plan. Assisting with screenings, hallway traffic flow, and classroom coverage will be expected. Administration is working with the local CBA in order to keep lines of communication open and answer any questions or concerns that may arise. Roles and responsibilities of staff will evolve according to the format for delivery of instruction. See above B.5. for roles and responsibilities.

Staff will be informed of any travel advisories as they develop.

Staff guidance will be continually updated and released as protocols and guidelines are revised or changed based on the release of new information from the NJ Department of Education and other government agencies.

All decisions related to staffing will ensure compliance with all applicable employment laws including, but not limited to the American Disabilities Act, the Health Insurance Portability and Accountability Act, and all applicable state laws. The district will also include local bargaining units and the Board attorney in discussions of staffing.

Athletics

As per Executive Order, high school sports under the jurisdiction of NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA. The district has elected to postpone the start of athletic practices after learning of several other school districts experiencing positive COVID-19 tests in student athletes.

The district will monitor executive orders and NJSIAA decisions and will comply with start dates and safety guidelines.

Once started, the district will develop practice schedules according to the NJSIAA guidelines. Length of sessions, size of groups, screening protocols, mask wearing, and social distancing will be considered. No sharing of equipment will be permitted.

This section will be updated as needed. Official practice dates have not been scheduled at this time.

Remote Learning Options for Families

Unconditional Eligibility for Full-time Remote Learning

      1.   All students are eligible for full-time remote learning.

      a.   Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.

      b.   Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

Procedures for Submitting Full-time Remote Learning Requests

      1.   A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 20 calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.

2. The student may only begin full-time remote learning at the beginning of a marking period.

3. The written request for the student to receive full-time remote learning shall include:

    a.   The student's name, school, and grade;

    b.   The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;

    c.   A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;

    d.   For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and

    e.   Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

         (1)   The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.

4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

    a.   In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in

writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6.   The Principal's written approval of the request shall be provided to the parent within 20 calendar days of receiving the parent's written request.

a.   The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

Scope and Expectations of Full-Time Remote Learning

1.   The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

a.   The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

b.   The technology and the connectivity options to be used and/or provided to the student during remote learning; and

c.   Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

(1)   This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

d.   The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

Procedures to Transition from Full-Time Remote Learning to In-Person Services

1.   A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 20 calendar days before the student is eligible for in-person services.

2.   A student is only eligible to transition from full-time remote learning to in-person services commencing at the beginning of a marking period.

3.   The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:

a.   The student's name, school, and grade;

b.   The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and

c.   Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

4.   A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least one marking period in remote learning before being eligible to transition into the school district's in-person program.

a.   This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.

5.   The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.

a.   In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6.   Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.

7.   School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

Reporting

1.   To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department to Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.

a.   The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

Procedures for Communicating District Policy with Families

1.   The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

       a.   Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;

       b.   Procedures for submitting full-time remote learning requests in accordance with B. above;

       c.   Scope and expectations of full-time remote learning in accordance with C. above;

       d.   The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and

       e.   The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

Home or Out-of-School Instruction

1.   No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.