

Mount Laurel S C H O O L S



A Path to Reopen 2020 - A Restart and Recovery Plan

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Forward

Dear Mount Laurel School Administrators, Teachers, Staff, Families, and Students,

If you take notice of the cover of this plan, you will see our students each holding up a word that is part of a bigger message to students everywhere. Their encouraging words say:

Dear students around the world, you are all doing an amazing job! Keep up the great work! Smile often and continue to dream big! Stay safe, have courage and remain positive. We are all in this together!”

These words were penned during our emergency closure in the Spring of 2020. They show the resilience and hope held by our students, who often teach us as much as we think we teach them. We are all in this together. Overcoming these unprecedented challenging times requires us to work together on behalf of our students and the entire school community.

The Mount Laurel School District worked diligently since the last day of the 2019-2020 school year and throughout the summer to develop our *A Path to Reopen 2020 – A Restart and Recovery Plan*. Our plan outlines the safest return to school for students and staff in September. Our plans has been guided by the best health and education information available by the NJDOE’s *The Road Back: Restart and Recovery Plan for Education*, the New Jersey and Burlington County Departments of Health, the Centers for Disease Control (CDC), and in collaboration with our local and regional partners. The plan meets the NJDOE’s *Reopening Document Checklist for the Re-Opening of School 2020-2021* (Appendix F).

Never before have schools readied for a new school year with such extensive and unprecedented considerations for students and staff in so many critical areas and requiring multiple formats of educational delivery for both in-person and remote learning platforms, health and safety protocols, facilities cleaning and sanitizing procedures, transportation modifications and food services delivery models, all in an effort to mitigate the spread of a highly contagious disease.

As both Governor Murphy and the NJDOE Guidelines state, “District’s reopening plans must account for in-person instruction” (p. 49), and that is exactly what we have done in a manner that strikes a balance in providing every child the opportunity for in-person instruction and protecting the health and safety needs of our staff and students.

We truly are all in this together as our students remind us. We will learn, grow, and support each other as we overcome the challenges of our generation and time.

Sincerely,
Dr. George J. Rafferty
Superintendent of Schools



Executive Summary

On the afternoon of Friday, June 26, Governor Murphy along with the Commissioner of Education, announced that schools will reopen in September 2020. For us that means, students will arrive on Tuesday, September 8 and all certificated staff on Tuesday, September 1.

On Wednesday, July 1 we launched our first District Reopening Committee meeting. As well as formed subcommittees that would be collaborating with the Reopening Committee and School Pandemic Response Teams.

The NJDOE's guidelines entitled, “***The Road Back: The Restart and Recovery Plan for Education***”, were followed. In addition, countless meetings with the Superintendents of Burlington County and the Lenape Council of Superintendents were attended where regional plans were discussed and reviewed.

Information from the Centers for Disease Control (CDC), the American Academy of Pediatrics, and resources and guidance from the NJDOH and BCDOH for schools to consider when reopening after COVID 19 was reviewed.

There are three phases to our restart and recovery efforts. During Phase One, we worked diligently without breaks to develop the framework of our plan. In early August, we reported out to parents our detailed student hybrid schedules. On July 24, we received and reviewed the NJDOE ‘s, *Clarifying Expectations Regarding Full Time Remote Learning Options for Families in 2020-2021*, following the Governor’s announcement that a full time remote option must be available to all families who requested it. We quickly took action and initiated an open enrollment period for parents to request full time remote learning.

In Phase Two, we refined the details of the plan to ensure an effective execution in September.

During Phase Three, when students and teachers return to school, we will carefully monitor, review and make any necessary adjustments to the plan. We know our students have suffered from a loss of learning. We will focus our efforts on student assessment, intervention, academic growth, and social emotional support. For successful implementation, teacher professional development and support will be essential.

In September, our reopening plan emphasizes high expectations for teaching and learning to ensure students are on track by teaching grade level standards to accelerate learning. Our teaching and instructional approaches will focus on the best practices for accelerating student learning.



Demographic Overview

The Mount Laurel School District serves approximately 4,250 students in Preschool through 8th grade, with 14.6 % of our student population eligible for free and reduced lunch. Our student with disabilities compose 17% of our student population and 2.6% of our students are as English Language Learners. Our school district provides preschool for students with disabilities, with the option for parents of typically developing children to attend on a tuition basis. Finally, of the nearly 721 identified students with disabilities served, 27 attend out of district placements. The district out of district placement rate is slightly over 3% and well below the state threshold.



Conditions for Learning

According to NJDOE's *The Road Back* guidance, "The conditions involve the social and emotional and environmental factors that can impact educator capacity to teach and student capacity to learn, including maintaining healthy and safe school conditions (p.15). We have taken careful steps to ensure our plan addresses all the key components outlined in this section.

Health and Safety

In this section, the Mount Laurel School District's *A Path to Reopen 2020 Plan* addresses the 10 critical areas outlined in *The Road Back* guidelines for preparing and planning for in-person instruction. In this section, you will find that the Mount Laurel School District has planned for in-person instruction with classroom social distancing of 6ft between students and staff. When social distancing is not possible the district has deployed plexiglass barriers between students and staff. All students and staff are required to wear face coverings in school and on buses. The district has adopted policies for screening students and staff upon arrival and history of exposure. To further mitigate exposure to contagions, the district has adopted cleaning and disinfecting procedures for all schools and buses.

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

The district has carefully considered and followed the CDC's recommended actions in all phases for reopening our schools.

The district participates and communicates with community stakeholders through our involvement on the Mount Laurel Township Local Emergency Planning Committee (LEPC), where the current status of community mitigation efforts are reviewed and discussed.

Our schools will be implementing **cleaning and sanitizing** protocols in designated school areas and classrooms as per the CDC guidelines on a daily basis. In addition, based on our cohort model, Wednesdays will allow for deep cleaning between each cohort's attendance.

All staff, visitors, and students will be required to wear masks while in school as per the Burlington County Department of Health requirements. Students when social-distancing and outside in well ventilated areas will have the opportunity to take masks breaks, only when safety can be assured.

Each day we will be conducting daily health screenings for all staff and students upon arrival to school. The health screening will adhere to recommended protocols and require both staff and parents to submit a daily questionnaire and temperature-check themselves. All staff and students will be carefully monitored while in school for symptoms and health conditions. In the event an individual shows symptoms associated with COVID 19, each school will be maintaining an isolation room as per the NJDOE guidelines. The isolation rooms will allow students to be



separated from others until they can be picked up by their parent/guardian or allow a staff member that is ill a place to seek medical attention.

If a student or staff member is suspected of COVID 19, our schools will be following CDC guidelines regarding procedures and quarantining requirements, communicating with the BCDOH and immediately implementing isolation and contact-tracing protocols as per our guidelines. Our school nurses will be instrumental in serving as liaisons with the BCDOH and with parent communication when necessary.

Reasonable accommodations will be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

Reasonable accommodations will be considered on an individual case by case basis in collaboration with the individual, medical information, personal physicians and the school physician.

The district is committed to both supporting and protecting staff and students who are at higher risk for severe illness.

Medically fragile students or students with complex disabilities will be closely monitored on an ongoing basis and the consultative and collaborative process will be followed in working with parents to ensure their concerns and health needs are addressed.

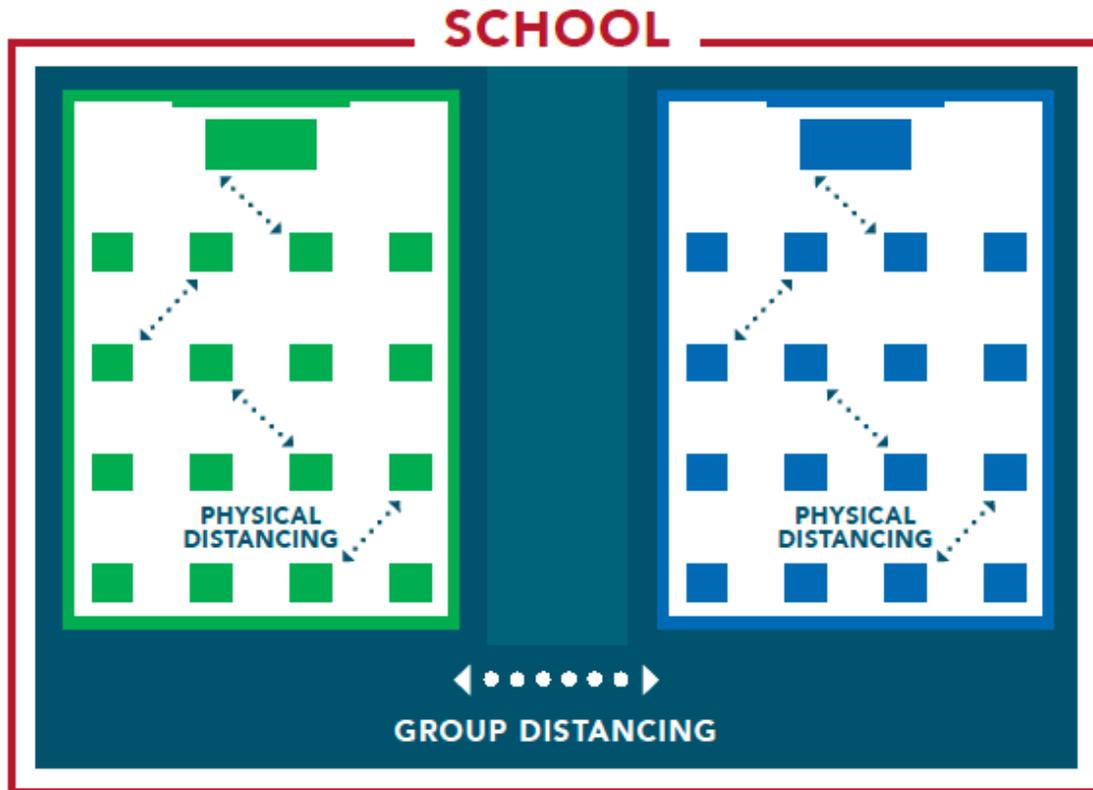
Critical Area of Operation #2: Classroom, Testing, and Therapy Rooms

Social distancing guidelines will be followed and face coverings required for students, and staff. In our classroom settings social distancing will take place (e.g., desks are 6 feet apart) and physical barriers in place when necessary.



All instructional and non-instructional rooms in our schools will comply with social distancing standards to the maximum extent practical. When social distancing is not possible, such as in small group instruction or at times when individual therapy services are delivered, then individual dividers and barriers will be used to protect students and staff.

Figure 1.1: Classroom Diagram Harvard T.H. Chan School of Public Health



The use of shared objects will be limited or if shared cleaned between use.

The Mount Laurel School District maintains and provides indoor facilities with adequate ventilation, including operational heating, and ventilation systems. Recirculated air does have a fresh air component. The maintenance of filter(s) for A/C units are maintained and changed according to manufacturer recommendations.

The district will provide and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):

- In each classroom (for staff and older children who can safely use hand sanitizer).
- At entrances and exits of buildings.
- Near lunchrooms and toilets.



- Children ages 5 and younger will be supervised when using hand sanitizer.
- For classrooms that have existing handwashing stations, the district prepared stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

Students will be encouraged and informed to wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.

In general classroom teachers and support staff will:

- Limit the use of supplies and equipment to one student at a time and clean and disinfect between use.
- Ensure adequate supplies to minimize sharing of high touch materials.
- Avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect them between use.
- Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas.

Special Considerations for Early Childhood Programs

Our early childhood program teachers and staff will be:

- Avoiding close group learning activities like reading circles.
- Designating times on the schedule to have students wash hands with soap and water, including, at a minimum:
 - at the start of the day when students enter the classroom
 - before eating
 - after using the toilet or helping a child use a toilet
 - after sneezing, wiping, and blowing noses
 - after snacks, particularly if hands are sticky, greasy or soiled
 - when students come in from outdoor play or recess

Early childhood classrooms serving our kindergarten and preschool programs are equipped with handwashing stations/sinks/bathrooms.

Medically Fragile Students

The Mount Laurel School Districts serves students with medically fragile conditions and complex disabilities through in-district programs. For students with high risk medical needs the district will:

- Ensure proper PPE supplies are available for the classroom settings.
- Provide staff to ensure the disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.



- Provide heightened monitoring and assistance with frequent handwashing which will often require hand-over-hand assistance.

Critical Area of Operation #3: Transportation

The safety and welfare of pupils shall be the first consideration in all matters pertaining to transportation.

All School Buses will be operating at a 50% student capacity or less, with only one student assigned to a seat, siblings who live in the same household may sit together. Social distancing will be maintained and all drivers, transportation staff, and students are required to wear a face covering while on the bus. All students must remain seated on the bus at all times. The bus seats are designed with high backs for traveling safety but also serve as physical barriers between students while riding the bus.

Buses will be well ventilated via the top hatch on the roof of the bus as well as windows lowered to promote fresh air ventilation.

Students will board and be seated from the back of the bus to the front, and un-board the bus in the opposite order (front to back) to avoid students passing each other when getting on and off the bus.

Buses will be regularly cleaned and disinfected daily, after the morning runs, afternoon runs, and again intensively on Wednesdays and Saturdays after cohort attendance. Review these procedures in more detail below.

Bus Procedures to Reduce the Spread of Contagion

- A. To the maximum extent practicable, bus drivers will ensure that students and adults comply with appropriate social distancing practices (at least six feet between riders) while on the school bus. Hand sanitizer will be made available.
- B. Drivers should practice all safety actions and protocols as indicated for other staff, including hand hygiene and face coverings.
- C. Students must wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained. Accommodations for students who are unable to wear face coverings should be consistent with the student's IEP. For adults, accommodations shall be consistent with those provided by the school district for staff and others;
- D. Bus drivers will be reminded to implement certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes);
- E. District vehicles will be sanitized including seats, rails, and highly touch surfaces before each morning and afternoon run.



- F. All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:
1. Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
 2. Provide a certification that, before the route commenced, the required process was completed as required.
- G. These procedures will include a minimum of two stages: cleaning, which removes dirt and germs from surfaces; and disinfecting, which kills germs on surfaces that remain after cleaning.
- H. The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have been shown to be effective against COVID-19;

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

All Mount Laurel Schools have established a process and location for student and staff health screenings upon arrival and scheduled training for staff to monitor student health during the school day.

Physical distancing (six feet) will be maintained for all individuals in line waiting to enter or exit school buildings and face coverings are required on school property.

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

All district schools have the following mitigation strategies to address student flow, entry, exit, and common areas:

- The interaction of students between drop-off and entrance to school facilities shall be minimized.
- Established separate entrances and exits to school facilities where possible, will be maintained.
- Each school will create "one-way routes" in hallways to keep students socially distanced when movement within the building must occur.
- Social distancing will be maintained in all hallways and common areas.
- All efforts will be taken to minimize the number of non-essential interactions between students and staff throughout the school day.
- Commingling between classes or other district-set groups of students will be limited.
- No large group gatherings will occur.



- Each building will maintain a system that allows for physical distancing.
- Hand sanitizer will be available at school entrances.
- Signage around school buildings will be posted to provide hygiene advice and reminders (CDC printable resources and handwashing posters will be used).
- The frequency of cleaning all surfaces will be increased, including walls (to the appropriate height based on age of students).
- The number of students in the hallway at the same time will be limited by staggering their release from classrooms.

Schools have installed physical barriers at their main entrance via the school security vestibules, however sneeze guards and partitions have been provided, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., school reception desks).

In the upper grades, schedules are in place to limit access to hall lockers to keep traffic in the hallways within social distancing protocols. In grades 5 through 8, gym lockers will not be used.

Scheduling Adjustments to Reduce Student Flow

At the elementary school level related arts will move to a new schedule where one related arts subject per marking period per grade will be offered to students to minimize both student and staff interactions and mitigate exposure. Related arts teachers will only be exposed to cohorts in one grade level to, the greatest extent possible, per marking period. In the event of student or staff exposure, cohorting in the schedule will enhance contact tracing and response efforts within the school. At all levels, the assignment of teachers will allow for mitigating exposure and support contact tracing.

Teachers will be traveling to students rather than students leaving classrooms to reduce traffic and movement in the building.

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

It is important to understand that in planning for our reopening we carefully considered the Centers for Disease Control (CDC) guidelines for reopening schools during COVID 19.

In regard to conducting health screenings of staff and students prior to their arrival at school, according to the CDC (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>) schools should note:

- CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.
- Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students who are sick should not attend school in-person.



The Mount Laurel School District is committed to upholding the highest health and safety practices when it comes to protecting our students and staff.

Health Screenings For Mount Laurel Schools

A Health Statement of Assurance is required before students and staff can return to school in September. This will serve as a certification that all Mt Laurel School District families are agreeing to self-assess daily prior to leaving home each morning to come to school and confirm that themselves (staff) and child(ren) (parents) are fever-free (temperature must be less than 100) and not exhibiting any of the symptoms listed below that cannot otherwise be explained. Staff and parents will also acknowledge that if they are feeling sick, they will not attend school. The Health Statement of Assurance will also certify, to the best of their knowledge, that they have not been directly exposed to a positive case of COVID-19 in the last 14 days, whether or not they have traveled in the last 14 days to a high risk state or country and/or quarantined, and that should they, or any other member of the household, receive a positive test result at any point during the school year, that they will notify the district immediately.

Daily Student and Staff Health Screening Requirement

Each student and staff must have a completed Mount Laurel District Screening Form submitted electronically at least half an hour before in-school instruction begins. This document confirms the completion of a daily symptom check prior to leaving the home each morning on school days, and confirms that themselves (staff) and child(ren), (parents) are fever-free (temperature must be less than 100) and **not exhibiting the symptoms listed below that cannot be explained otherwise - any two from Column A and any one from Column B in Table 1.1 below.** Staff and parents will also acknowledge that if they are feeling sick, they will not attend school or send their child to school. This screening survey will also certify, to the best of their knowledge, that they have not been directly exposed to a positive case of COVID-19 in the last 14 days as well as whether or not they have traveled in the last 14 days to any high risk states noted on [NJ Travel Advisory List](#).



Table 1.1. Symptom List

Column A	Column B
Chills	Fever of 100 degrees or higher
Rigors (shivers)	Cough
Muscle or body aches	Shortness of breath
Headache	Difficulty breathing
Sore throat	New loss of taste
Nausea or vomiting	New loss of smell
Diarrhea	
Fatigue	
Congestion or runny nose	

If **yes** is an answer to any of the questions in the Daily Health Screening Questionnaire, your child must be kept home, notify your school Nurse, and consult your healthcare provider. Staff should notify their administrator and the School Nurse.

Information submitted on in-school attendance days will be collected and reviewed. School Secretaries or other designated personnel will review the data before students arrive and compile a list of non-submitted forms. Follow up phone calls will be initiated to complete information. If a parent is unable to be reached, the child will be considered at risk, and will remain in the Health Office/waiting area until absence of symptoms is verbally confirmed by a parent or guardian. Every attempt will be made to contact a parent or guardian or Emergency Contact to have this information completed.

Upon Entering the Building Daily

Designated staff will be stationed at the entrance ways to actively look for symptoms, as well as assist with monitoring student arrival for safe social distancing. Training will be provided by the school nurse and building principal, along with providing a quick reference chart.

Multiple entrances will be used to regulate flow and social distancing.

Additionally, classroom teachers and other staff in the building will be trained on one of the initial in-service days with what to be on the lookout for in terms of students who may begin exhibiting symptoms in the classrooms. If there are concerns, the teacher will contact the school nurse for further direction.



Symptom identification and exclusion will follow the:

- [NJDOH School Exclusion List for Illness Recommendations](#)
- [NJDOH COVID-19 Exclusion Criteria](#)
- [NJDOE Road Back Restart and Recovery Plan](#)

Mount Laurel School Health Office Protocol

As the school nurse will be in contact with both sick and well students and staff, their office space has been outfitted with a variety of additional health and safety measures. These include a variety of PPE options that align with what is utilized in hospital settings. Each office has a freestanding HEPA filtered air cleaner. Traffic flow in and out of the office, along with the number of students in the office will be regulated. Each entry/exit location in the office has a mounted antibacterial station in place, and these will be designated so students entering for well check/medications are separate from students that may be feeling sick. Alternate First Aid stations may be utilized by Nurses for well check/medication distribution stations as well.

In addition, each school has an isolation room for students presenting symptoms. This room will hold any symptomatic student or staff until he/she can be safely discharged with a parent or guardian.

These rooms have been constructed to follow:

- [CDC School Isolation Protocols](#)
- [NJDOH COVID-19 Public Health Recommendations For K-12 Schools](#)

Classroom teachers will receive a supply of Band-Aids, gloves and 4X4's for the classroom to avoid unnecessary visits to the nurse's office. They will also receive training on symptoms to look for in the classroom, as well as a quick reference handout. Additionally, the main office will receive a first aid kit to assist with minor first aid to reduce the flow to traffic in and out of the nurse's office. Sinks in all classrooms and bathrooms have faucets, soap dispensers, and paper towel dispensers.

Classroom teachers will be instructed to call the Health Office first before sending a child for evaluation or treatment. This will prevent an unanticipated exposure of a well child and also to maximize a safe, social distancing program as described in the Health and Safety Protocols.

Restrooms in the nurse's offices will be thoroughly cleaned mid- and end of each day and wiped down between uses. In the event an isolation room needs to be utilized by a student or staff member during the day, thorough cleaning will occur upon the individual's exit. If possible, delay cleaning for 24 hours.

District Policy and Procedures for Pandemic Reopening and Recovery

In addition to the steps taken above the Mount Laurel School District's policy and procedures adopted for reopening are listed below and can be found in Board Policy.



Pandemic Reopening and Recovery

A. Screening and Personal Protective Equipment (PPE)

1. Adequate amount of personal protective equipment (PPE) shall be available, accessible, and provided for use by staff and students. Except masks shall be provided by parents for student use in school.
2. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
3. Students are required to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health.
4. Staff and students shall be screened and monitored visually for symptoms upon entry into the school building and throughout the day while in school;
5. The principal or his or her designee shall develop a school entry plan that includes:
 - a. Staff assigned to do the screening;
 - b. Designated entrances that will be used to admit students;
 - c. The assignment of classes and grades to designated entrances and/or designated entrance times;
6. Staff will visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms;
7. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations;
8. Results must be documented when signs/symptoms of COVID-19 are observed;
9. Screening procedures shall take into account students with disabilities and accommodations that may be needed in the screening process for those students;

B. Procedures for symptomatic staff and students:

1. The school principal or his or her designee shall establish an isolation space;
2. Students and staff with symptoms related to COVID-19 shall be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult;
3. Staff must provide continuous monitoring of symptoms;
4. The current *Communicable Disease Service* guidance for illness reporting shall be followed;
5. If a staff member becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the staff members shall notify the principal and the school nurse. The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality;

C. Preparations for when someone tests positive for COVID-19:

1. The school principal or his or her designee shall establish an isolation space;
2. Students and staff with symptoms related to COVID-19 shall be safely and respectfully taken to the designated isolation space and isolated from others. Students



- should remain in isolation with continued supervision and care until picked up by an authorized adult;
3. The current Communicable Disease Service guidance for illness reporting shall be followed;
 4. Readmittance to school shall be consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19;
 5. Contact tracing shall be initiated including records of groups/cohorts, assigned staff, and daily attendance.

D. Protocols to address a positive case: Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:

1. A fever of 100.4° F or greater;
2. Cough;
3. Shortness of breath or difficulty breathing;
4. Chills;
5. Repeated shaking with chills;
6. Muscle pain;
7. Headache;
8. Sore throat;
9. New loss of taste or smell;
10. Fatigue;
11. Congestion or runny nose;
12. Nausea or vomiting;
13. Diarrhea.

Critical Area of Operation #6: Contract Tracing

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. Contact tracing is used by health departments to prevent the spread of infectious disease.

In general, contact tracing involves identifying people who have an infectious disease (cases) and their contacts (people who may have been exposed) and working with them to interrupt disease transmission. For COVID-19, this includes asking cases to isolate and contacts to quarantine at home voluntarily.

All procedures regarding contact tracing practices within the Mount Laurel Schools will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records. Contact tracing for COVID-19 typically involves:



- A. Interviewing people with COVID-19 to identify everyone with whom they had close contact during the time they may have been infectious;
- B. Notifying contacts of their potential exposure;
- C. Referring contacts for testing;
- D. Monitoring contacts for signs and symptoms of COVID-19; and
- E. Connecting contacts with services they might need during the self-quarantine period.

To prevent the further spread of disease, COVID-19 contacts must stay home and maintain social distance (at least 6 feet) from others until 14 days after their last exposure to a person with COVID-19. Contacts should monitor themselves by checking their temperature twice daily and watching for symptoms of COVID-19.

The Mount Laurel School district will communicate directly with the Burlington County Health Department (BCHD) to meet all mandated Contact Tracing Requirements. Following FERPA guidelines, the disclosure of personally identifiable information to the BCHD is relevant to protect the health and safety of students and staff and will be handled discreetly. The individual who tested positive will not be identified in communications to the school community at large but may need to be selectively identified for contact tracing by the health department. The district will follow BCHD directives to determine if the school will be closed or which individuals/classroom students need to be quarantined.

The individual who has tested positive may not attend school for at least 10 calendar days from the first onset of symptoms. The student must also be fever free without medication for the previous 24 hours and the majority of symptoms must be resolved. Distance learning instruction may be provided while the child is quarantined.

Contact tracing procedure

1. When the school receives confirmation of a positive COVID 19 case. The school nurse will communicate with the BCHD to provide all pertinent information including, schedule, cohort, attendance records, transportation contacts and person to person contacts (within 6 feet for ten minutes.) Identified individuals may include siblings.
2. With guidance from the BCHD, schools will be responsible for notifying parents and staff of the close contact exposure and exclusion requirements while maintaining confidentiality.
3. The nurse will document the possible exposure information in each student/staff record.
4. Administration will be notified. A letter/email will be sent to parents/ guardians of all potentially exposed students (within 6 ft for at least 10 minutes). This notification will direct individuals to stay home and self-monitor for symptoms for 14 calendar days. Remote instruction and additional support will be provided by the Cohort teacher.
5. Notification after hours will be done via email by school nurse and principal, with a confirmation phone call made by the school principal, if warranted.



6. All building areas deemed contaminated will be closed for 24 hours then cleaned and disinfected following procedures set forth by the Facilities Management Director following CDC guidelines.
7. The School Nurse will require appropriate documentation (i.e., negative test results or note from the staff/student's physician certifying the individual is contagion free) before readmitting to school.
8. If a household member is confirmed positive for COVID-19, the staff/student will be excluded from school as directed by the BCHD or Contact Tracer.

The school nurse shall consult with the local health department in the development, review and revision of the district contact tracing policy and procedures. The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the board's contact tracing policy.

The school nurse in consultation with the building principal shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure.

A staff member shall immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID 19 or becomes aware that an individual who has spent time in a district facility tests positive for COVID-19. The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality when the COVID-19 test is positive.

When the individual exhibits symptoms the school nurse will ensure that the student is taken to the designated isolation area. The nurse will examine the individual and may refer them for testing and treatment. A student exhibiting symptoms of COVID 19 may be required to submit to a COVID 19 test. The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school. The nurse shall report all students testing positive for COVID 19 to the health department. The health department shall conduct the contact tracing.

Symptoms of COVID 19 include:

- A. A fever of 100.4° F or greater;
- B. Cough;
- C. Shortness of breath or difficulty breathing;
- D. Chills; E. Repeated shaking with chills;
- E. Muscle pain;
- F. Headache;
- G. Sore throat;
- H. New loss of taste or smell;
- I. Fatigue;
- J. Congestion or runny nose;



- K. Nausea or vomiting;
- L. Diarrhea

All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, shall be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

The school nurse or his or her designee shall make information available and/or conduct virtual information sessions to educate the broader school community on the importance of contact tracing.

Critical Area of Operation #7: Facilities Cleaning Practices

The Mount Laurel School District is committed to facilities cleaning procedures to reduce the spread of contagion

The maintenance supervisor in consultation with the building principal developed procedures for increased, routine cleaning and disinfection. These procedures include cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used, and address:

- A. Routinely cleaning and disinfecting 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). Examples of frequently touched areas in schools:
 - 1. Classroom desks and chairs;
 - 2. Lunchroom tables and chairs;
 - 3. Door handles and push plates;
 - 4. Handrails;
 - 5. Kitchens and bathrooms;
 - 6. Light switches;
 - 7. Handles on equipment (e.g. athletic equipment);
 - 8. Buttons on vending machines and elevators;
 - 9. Shared telephones;
 - 10. Shared desktops;
 - 11. Shared computer keyboards and mice;
 - 12. Drinking fountains;
 - 13. School bus seats and windows; and
 - 14. Playground equipment.

- B. Using all cleaning products in accordance with directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are EPA-approved for use against the virus that causes COVID-19 (available on the EPA's website) shall be used. The manufacturer's



instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be used.

- C. Sanitizing bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA). Additional considerations regarding bathrooms include:
 - 1. Limiting the number of students who can enter at one in order to avoid crowds;
 - 2. Designating staff members to enforce limited capacity and avoid overcrowding;
 - 3. Installing no-touch foot pedal trash cans, if possible;
 - 4. Propping doors open to avoid touching handles; and
 - 5. Including appropriate signage about the benefits of handwashing.
- D. Cleaning and sanitizing drinking fountains and encouraging staff and students to bring their own water to minimize the use and touching of water fountains; Furthermore water fountains will be converting to bottle filling stations to reduce spread of contagions.
- E. Making hand sanitizer available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained;
- F. Maintaining hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
 - 1. In each classroom (for staff and older children who can safely use hand sanitizer);
 - 2. At entrances and exits of buildings;
 - 3. Near lunchrooms and toilets.
- G. Supervising children ages 5 and younger when using hand sanitizer;
- H. For classrooms with existing handwashing facilities, preparing stations with soap, water and alcohol based hand sanitizers (at least 60% alcohol);
- I. Reminding bus drivers to take certain personal hygiene actions (e.g., frequent hand washing) and affording them the opportunity to do so (such as having sufficient time between routes);
- J. Cleaning and sanitizing district vehicles including seats, rails and any highly touched surfaces before each run.
- K. Requiring contracted transportation providers to clean and sanitize seats, rails and highly touched surfaces touched before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The



contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:

1. All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:
 - a. Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
 - b. Provide a certification that, before the route commenced, the required was process completed as required.
 2. The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.
 3. These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.
- L. Routinely cleaning and disinfecting furniture, recognizing the varying materials used in furniture in each school building;
- M. Providing EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use;
- N. On a regular basis, ordering and stocking adequate supplies to support cleaning and disinfection practices.
- O. Ensuring that cleaning and disinfection supplies are used and stored correctly and safely. This includes storing products securely away from children, while ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.
- P. Placing physical barriers, such as plastic flexible screens, in classrooms, school buses, restrooms and other areas where social distancing cannot be maintained.
- Q. Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive: The district may need to implement short-term closure procedures in a school regardless of community spread if an infected person has been in a school building. If this happens, the CDC-recommended procedures shall be followed:
1. Close off areas used by a sick person and do not use before cleaning and disinfection;
 2. Wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible;
 3. Open outside doors and windows to increase air circulation in the area; and
 4. Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.



Additional training shall be provided to the personnel responsible for cleaning and sanitizing school buses and facilities as necessary. Topics may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

Critical Area of Operation #8: Meals

The Mount Laurel School District will be discontinuing cafeteria, self-service, buffet, and group dining food service. Students who order lunch will receive a “Grab and Go” style lunch served in an individually prepackaged box or container with disposable utensils and supplies. Lunches will be delivered to classrooms to avoid gatherings of students in the cafeteria.

Students may bring a small snack to school and all students are encouraged to bring water bottles to school. High use water fountains will be retrofitted as bottle filling stations to avoid students from drinking from the spouts.

The district will be consulting with the New Jersey Department of Agriculture and providing food service and nutritional lunches to all students in compliance with the Child Nutrition Program rules and regulations.

Students will be encouraged not to share food and should they handle food follow proper hand washing before and afterwards.

Cafeteria food personnel and all individuals handling food will be required to wash their hands after removing their gloves or after handling used food service items.

Critical Area of Operation #9: Recess/Physical Education

In order to mitigate risk and limit contact with equipment during recess and physical education, which are both important and necessary for student exercise, lessons and activities will be developed that do not rely upon equipment use and/or the sharing of equipment. If equipment is shared, it will be cleaned and disinfected between use.

School Recess will be carefully staggered and scheduled outside. Students will remain with their cohort classroom at all times and not comingle with other classrooms. When recess is staggered, if two or more groups are participating at the same time they will be socially distanced at least 6 feet apart with open space between them.

Staff will use cones, flags, tape or signs to create boundaries between groups. Playgrounds or outdoor activities will be divided into designated zones, use stations, and marked off areas to ensure separation among students of at least 6 feet for social distancing.

Each class will be designated specific areas for recess to avoid mixing of student groups.



Students will be required to immediately wash their hands or use hand sanitizer after recess, physical education or playtime.

Physical Education Classes

The use of student lockers at the upper grades will be discontinued to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and areas with large amounts of high contact surfaces.

Students are encouraged to wear comfortable clothing and safe footwear to school allowing for safe movement and appropriate for the weather in order to participate in physical education without the use of a locker room.

Critical Area of Operation #10: Field Trips and Extracurricular Activities

The Mount Laurel School District is not scheduling any field trips, assemblies, and large gatherings in our schools for the 2020-2021 school year at this time.

The district will encourage the use of technology and explore online resources to continue some extra-curricular activities and clubs without additional person-to-person contact.

Outside community groups or organizations use of indoor facilities in the district is currently on hold for the 2020-2021 school year until such time as conditions change.

Indoor cleaning schedules for in person instruction, student learning, and the health and safety of all students and staff will take priority over building facility usage outside the school day.

Academic, Social and Behavioral Supports

Social Emotional Learning and School Climate and Culture

For several years, the district has incorporated the 16 Habits of Mind in schools. Habits of Mind focus on characteristics people utilize when they are confronted with various problems. As such, teachers place a focus on not just the ability to answer questions, but the behaviors students exhibit when they don't know the answers. In the book, *Learning and Leading with Habits of Mind* authors Arthur L. Costa and Bena Kallick explain,

The Habits of Mind are performed in response to questions and problems, the answers to which are not immediately known. We are interested in enhancing the ways students *produce* knowledge rather than how they merely *reproduce* it. We want students to learn how to develop a critical stance with their work: inquiring, editing, thinking flexibly, and learning from another person's perspective. The critical attribute of intelligent human beings is not only having information but also knowing how to act on it.



This year, we will isolate the following five Habits of Mind, which will support students during remote learning:

1. Listening with Empathy and Understanding
2. Persistent
3. Managing Impulsivity
4. Thinking Flexibly
5. Striving for Accuracy

The district will also implement Responsive Classroom, a social-emotional approach to teaching and discipline. A core belief of Responsive Classroom is that in order to be successful, students need to learn a set of social and emotional competencies, such as cooperation, assertiveness, responsibility, empathy, and self-control, as well as a set of academic competencies, such as academic mindset, perseverance, learning strategies, and academic behaviors ([Responsive Classroom, Principles and Practices](#)). Core principles and practices, such as Morning Meeting, Responsive Advisory Meeting, Interactive Model and Interactive Learning Structures will be integrated into daily instruction.

Teachers will receive professional development throughout the 2020-2021 school year to support the ongoing implementation of Habits of Mind and Responsive Classroom.

The Mount Laurel Schools will continue to promote a culture and climate around respect and caring. Teacher and student well-being will be monitored and supported through an emphasis on emotional support, frequent check-ins, and mindful practices.

For our upper elementary students key educators in each building at The Hartford School and The Thomas E. Harrington Middle School have been trained in *Restorative Practices*.

The four restorative practices that can be implemented that all work on the same model of restorative justice: (1) community-building circles, (2) norm setting, (3) community circles for content, and (4) restorative chats.

These strategies and practices, like with the responsive classroom model in the elementary schools, help build a classroom community and strong bonds between students.

There are a number of benefits to restorative practices:

- Builds relationships
- Strives to be respectful to all
- Provides the opportunity for equitable dialogue and decision-making
- Involves relevant stakeholders
- Addresses harms, needs, obligations
- Encourages all to take responsibility



Multitiered Systems of Supports (MTSS)

The school Intervention and Referral Services Team (I & RS) will provide multi-tiered services and support to assist students who experience learning, behavioral or health issues. The I&RS team, composed of the building principal/vice-principal, teachers, child study team members, school counselor, reading specialist, provides guidance and support to educators in order to support students. The team examines data, creates a SMART goal, identifies instructional strategies and resources, monitors implementation, and reviews the effectiveness of interventions.

Interventions, both academic and emotional, will be provided virtually. Progress monitoring will also continue and will be provided digitally. School counselors will push into virtual classrooms to provide social emotional support.

The district also has been selected for use and training in the Positive Behavioral Support Systems in Schools (NJ PBSIS) Model. The NJ PBSIS is a collaboration between the New Jersey Department of Education and the Boggs Center, Rutgers Robert Wood Johnson Medical School that supports positive behavioral development in school through effective individual, classroom based and school wide strategies.

Wraparound Supports

The district has implemented a number of academic enrichment, expanded after school learning, and summer programming for students to address loss of learning. Below is a number of services provided this past summer for supporting students' reentry to school.

Early Childhood Support

For Kindergartners entering first grade, the district provided a five week academic learning program focusing on bridging skills necessary for a good start in first grade.

English Language Learners

For English Language Learners, a four week academic support program was provided by our certified ESL teachers to help facilitate language acquisition and academic growth.

Math and Literacy Support

For students in grades 1 through 8, five week academic intervention program was provide in both English Language Arts and Mathematics to foster the development of skills. The programs were instructed by highly qualified math, elementary teachers, and reading specialists.

Special Education Services

The district continued to provide extended school year programs and related services to eligible students with disabilities over the summer.



The district is committed to carryover supports into the 2020-2021 school year through remote and in-person instructional models to supplement core educational program provided through the district instructional frameworks.

Food Services and Distribution

Nutrition for our students is a priority for the school district. The district and its food vendor, Nutri-Serve, recognize the importance of a healthy, nutritious breakfast and lunch as a necessary component to student learning, achievement, and overall well-being. We have developed a school nutrition services plan to implement during our reopening.

- The district has identified a school to distribute food to students and families when not in school. The site has been determined by the School Business Administrator in cooperation with our food service provider and health officials.
- We will communicate with families about the site location(s), operation times, and procedures for participating when implemented.
- The School Business Administrator directs and manages daily food services, provides oversight to organize staff and works with our school vendor to implement.
- Meals will be prepared and packaged for students ‘to go’.
- Parents and/or students on the full time remote and hybrid model can pick up food on days when not in school for in-person instruction.

Quality Child Care

The Mount Laurel School District provides quality extended child care before and after school through the Community Education Recreation Office. The Extended Day Care (EDC) program is a tuition-based before and after school program for students attending Mount Laurel School District in grades K through 6. The program is offered in all six of our K-4 schools, as well as at Hartford School. Morning sessions begin at 7 a.m. and continue until the start of the school day. Afternoon sessions begin immediately following the end of the school day until 6 p.m.

The Extended Day Care program is activity-based including outside play and/or gym time, games, movies, and arts and crafts. Most sites host homework time. An after-school snack must be provided by the parent/guardian.

EDC program will be offered to parents only on days their child attends in-person instruction based on availability.

The EDC program will operate under the NJDOH child care guidelines and CDC recommendations.

In addition, to support parents’ need for child care the district upon request will transport students to and from school from a local community child care provider/setting that is located within the student’s school residency area.



Leadership and Planning

Before developing the plan to reopen our schools, a leadership and planning infrastructure needed to be established. The district carefully followed the “Anticipated Minimum” standards provided in the NJDOE guidelines to ensure our teams worked from a set of established statewide standards. The district formed the necessary district reopening committee and subcommittees to address various critical areas.

Leadership Teams

The District formed a Reopening Committee, prior to the Governor and NJDOE announcing the requirement to form one, consisting of key stakeholders, including the:

- Superintendent, Dr. George J. Rafferty
- Vice President of the Board, Anthony Ruttler
- School Business Administrator, Robert F. Wachter
- Assistant Superintendent of Curriculum & Instruction, Christina Fletcher
- Educational Facilities Manager, Harry Meeker
- Transportation Supervisor, Kat Lewis
- School Nurse, Cece Spehalski
- School Physician, Dr. Robert Mills
- District Technology Coordinator, Michael Bergonzoni
- MLEA Certificated and Support Staff Association President, Doug Bozarth
- MLAA Administrators Association President, Ayanna Roberts
- President of District Parent Teacher Organization (PTO), Melissa Jost

The Reopening Committee worked closely with the key members of the committee in addition to the Local Emergency Planning Committee (LEPC), the Burlington County Health Department and other members of the local municipality. The Reopening Committee also formed subcommittees to address the following areas:

- Health and Safety
- Social Emotional Learning
- Facilities and Operations
- Food Service
- Child Care
- Transportation
- Special Education
- Nursing
- Preschool Service
- Academic Continuity of Learning Plans and Platforms
- Human Resources, Student Enrollment and Staffing



School Pandemic Response Teams

As per the NJDOE requirements the district has established school-based Pandemic Response Teams in each schools. The school principal serves as a liaison to the district's Reopening Committee to ensure coordinated actions across the district.

The Pandemic Response Teams will be responsible for:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

Scheduling

The Mount Laurel School District has adopted the cohort model for reopening our schools to allow the greatest number of students to benefit from in person instruction safely (Table 1.1).

The CDC has identified Cohorting as an effective strategy for reducing the risk of contracting COVID 19. According to the CDC (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>):

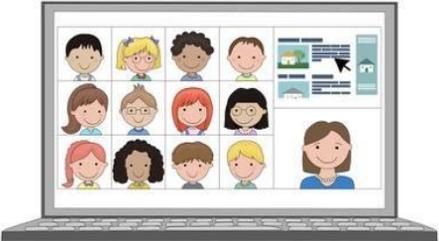
Cohorting is a new term for a strategy that schools may use to limit contact between students and staff as part of their efforts to limit transmission of SARS-CoV-2 (the virus that causes COVID-19). These strategies work by keeping groups of students – and sometimes staff – together over the course of a pre-determined period of time. Ideally, the students and staff within a cohort will only have physical proximity with others in the same cohort. This practice may help prevent the spread of COVID-19 by limiting cross-over of students and teachers to the extent possible, thus:

- Decreasing opportunities for exposure or transmission of SARS-CoV-2
- Reducing contact with shared surfaces
- Facilitating more efficient contact tracing in the event of a positive case
- Allowing for targeted testing, quarantine, and/or isolation of a single cohort instead of school-wide measures in the event of a positive case or cluster of cases

The Mount Laurel School District has formed four cohorts: Cohort A, B, C & D.



Table 1.2 Cohort Schedule

Monday/Tuesday	Wednesday	Thursday/Friday
Cohort A 4 Hour In-Person Session	ALL COHORTS ON REMOTE LEARNING 	Cohort B 4 Hour In-Person Session
Cohort B Remote Learning		Cohort A Remote Learning
Cohort C 4 Hour In-Person Session		Cohort C 4 Hour In-Person Session
Cohort D(digital) Full-Time Remote Learning		

Each teacher’s class has been divided into two Cohorts A & B. This splits the class in half and reduces in-person instruction to a manageable size allowing for 6ft social distancing practices to be maintained. These two cohorts are assigned to the same teacher but will only see each other virtually on Wednesday when the district is on a fully remote learning schedule.

Cohorts A, B, & C will attend in-person instruction on their designated days and follow an early dismissal schedule, which is a 4 hour day. Each school has a specific start and end time which will be followed; you will be receiving the schedule. Please click [School Schedules](#) for specific school start and end times.

Cohort C is reserved for a select and limited population of students, who because of their severe disabilities or enrollment in a specialized self-contained classroom program, require four days of in-person instruction. These students will be selected in coordination with their child’s case manager and the needs outlined in their IEP.

Cohort D is assigned to students whose parents/guardians requested the full time remote learning platform.

You will find all the Cohort schedules in Appendices A through E.

Staffing

The district realizes our teachers are critical to supporting student learning, especially during this time. In making staffing scheduling and assignments, the district considers and follows all applicable employment laws including but not limited to the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable state law.



In-Person and Hybrid Learning Environments: Roles and Responsibilities

Mount Laurel Schools has outlined roles and responsibilities for all district staff for both in-person and remote learning environments. The following are some of the roles and responsibilities outlined for staff, but not limited to these alone.

Central Administrators

- Oversee specific departments.
- Oversee district operations.
- Oversee special education, IEP, 504, I&RS provisions.
- Oversee equity provisions.
- Assist school administrators.

School Administrators

- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
- Oversee school based programs and personnel.
- Oversee instructional learning plans.
- Lead parent and school communication.
- Assist with student and parent questions.
- Facilitate resources as needed for teachers, students, and parents.
- Support teachers with developing learning activities.
- Assess teacher, student, and parent needs regularly.

Instructional Staff (Teachers)

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Provide instruction according the district developed instructional schedules per grade level in both in-person and hybrid formats.
- Engage and motivate students to learn.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Set clear expectations for remote and in-person students.
- Provide regular feedback to students and families on expectations and progress
- Submit lesson plans outlining instruction on district determined framework.



- Manage and maintain online platforms such as Google Classroom, Google Meet and Go Guardian.
- Frequently grade and provide formative feedback on student performance.
- Communicate regularly with students and parents about progress.
- Instruct and maintain good practice in digital citizenship for all students and staff.

Educational Services Personnel

(School Counselors, Student Assistant Counselor, School Nurses, Child Study Team Members)

- Lead small group instruction in remote learning platforms.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Assist with student and parent questions, concerns, needs.
- Facilitate resources for students.
- Prepare a plan for student return (especially at-risk students or those who may be impacted by the closure, mentally or physically).
- Organize online or phone conferences to meet IEP, 504, I&RS, or Health plan protocols.
- Support special education teachers to meet IEP provisions.
- Support teachers and administrators to meet equity provisions.
- Support embedding of SEL into lessons.
- Communicate with families experiencing difficulty with distance learning, attendance, grading, or participating in learning platforms.

Related Services Personnel

(Speech, OT, PT)

- Communicate and consult with parents.
- Check in with parents regarding their child's related services.
- Maintain frequent communication with parents about services.
- Maintain communication logs for verifying parent contacts and student services.
- Conduct assessments of students to determine service needs.

Secretarial Staff

- Assist direct supervisor and team.
- Assist in coordinating devices for those in need (students and staff) with technology.
- Assist in communicating with students and parents.
- Assist in organizing and administering online, virtual, phone conferences to meet IEP, 504, I&RS protocols.
- Facilitate health screening protocols with the principals and school nurses.

Technology Team

- Support all staff with remote learning, virtual meetings, remote phone communication
- Assist with Go Guardian, educational software, online platforms
- Assist in coordinating devices for those in need (students and staff)
- Support families and students with technology needs, as appropriate
- Technology support is provided remotely and on-site.



Support Staff (Teacher Assistants)

- Pre-record read-alouds and videos around SEL activities and routines (P-2) Caption prerecorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Assist with student arrival and dismissal.
- Support families and students in accessing and participating in remote learning.
 - Aides will be added to online classes where appropriate to support student learning.
- Lead small group instruction in a virtual environment.

Educator Roles Related to School Technology Needs

The district has ensured that all staff supporting virtual learning are prepared to support instruction providing devices to staff and ensuring connectivity to student households. In addition, the district has designated staff to serve as technology support for students, parents and staff. All staff have assigned accounts for remote learning and the requisite technology for successful implementation.

Athletics

Mount Laurel Public School is a K-8 Elementary School District, therefore these considerations are not applicable. Even though the Mount Laurel Schools recognize the NJSIAA does apply to middle school athletics, we do recognize their guidelines and protocols may be helpful in considering how and when school sports can resume.



Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board’s Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

School Funding

The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

- Elementary and Secondary School Emergency Relief Fund;
- Federal Emergency Management Agency – Public Assistance; and
- State School Aid.

School District Budgets

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

School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

Purchasing: The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

Use of Reserve Accounts, Transfers, and Cashflow: The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.



Costs and Contracting: The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

Policy

The Mount Laurel School Board of Education has amended and adopted a number of policies necessary for school operations due to the impact of the COVID 19 pandemic. The following Policies have been amended and/or adopted:

1250 – Visitor

Visitor Procedures for Contagion Prevention in this policy prohibit most visitors during the pandemic recovery. Visitors may be admitted only upon the approval of the principal and must observe social distancing rules and wear face masks while in school.

3510 - Operation and Maintenance of Plant

This policy outlines specific cleaning and sanitizing procedures employed by the district to reduce the spread of contagion.

3541.33 - Transportation Safety

This policy was amended to include an overview of cleaning, disinfecting and social distancing measures outlined in the guidance for school buses.

5141.2 – Illness

This policy was amended to include contract tracing.

5141.3 - Health Examinations and Immunizations

This policy was amended to cover screening, personal protective equipment and social distancing.

6173.1 - Remote Learning

This policy is adopted to reflect State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, in response the board shall provide in-person, fully virtual and hybrid learning opportunities for all students.



Continuity of Learning

The district has carefully considered the need to offer special student populations (students with disabilities, ELL, homeless students, and low income students) opportunities for more in-person instruction as well as increased academic and social emotional learning supports to address loss of learning. In the following sections, we discuss attendance and other considerations for addressing the needs of students returning to school.

Attendance

During distance learning, our teachers and principals will carefully communicate with students. Students who are not present in the any of the remote or hybrid learning sessions will be contacted by the teacher. Additional steps taken include the use of school guidance counselors as well as child study team case managers and school nurses, when appropriate. If no contact can be made by the school principal, our School Resource Officers, who are full time Mount Laurel Police, will conduct a well-ness check on the family by visiting their home. Participation and attendance in all learning platforms is expected.

We realize that during this reopening and restarting time period, many of our families continue to be impacted differently and some more severely than others.

Attendance is a way for our schools to monitor the health and well-being of our students and families.

Attendance will be monitored for both in-person and remote learning and students will be expected to:

- Participate in all remote learning activities such as support services, instrumental music lessons, and all other scheduled academic lessons.
- Adhere to daily remote learning schedules.
- Log on to remote learning platforms in a timely manner.
- Actively engage in live remote teaching lessons.

In addition both parents and students are encouraged to communicate with their classroom teachers and principal to discuss any concerns impacting their ability to comply with their remote learning or hybrid schedules.

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

The Mount Laurel School district will adhere to all the federal Individual with Disabilities Education Act (IDEA) requirements and the New Jersey state special education regulations for all students with disabilities.



The special education personnel, principals, school counselors, and the special education department will be clearly communicating with all parents to ensure they are aware of the proper procedures for student referrals and evaluations to determine eligibility for special education and related services or a 504 Plan as required by federal and state law.

Roles and Responsibilities of IEP Teams

IEP teams will be carefully reviewing student learning data, reviewing benchmark assessments, and convening IEP review meetings if warranted to address service needs.

IEP Annual Reviews/Evaluation/Re-Evaluation/Eligibility

The district will conduct all identification meetings, referrals, evaluations, re-evaluations and IEP's according to federal and state requirements both in-person or remotely, as appropriate, in order to avoid any delay in services. Parents will be contacted to discuss specific implementation procedures. Timelines as established by N.J. Special Education Regulations are maintained under restrictions due to the COVID-19 crisis. All required attendees of IEP meetings will participate in these meetings.

Provision of Special Education and Related Services

The district is providing all special education and related services according to each student's IEP in both in-person and live remote learning formats. Case managers, related services providers, and special education teachers are documenting their delivery of services through the remote learning platform and with contact logs. Parents are communicated with often and regularly to assess their satisfaction with services by related services staff, teachers, and via survey. The continuum of special education and related services are being delivered both in-person and remotely.

The district utilizes special education software to develop and document all meetings and IEP meetings.

The Role of the Child Study Team Case Managers

Case managers will work collaboratively with all families regularly, solicit parent input on and continue to monitor the IEP of their assigned students. Case managers and all related services providers were provided Google phone numbers tied to their district email accounts so they can use their personal cell phones at home to contact parents and follow up on services without having to disclose their personal cell numbers when working remotely. These Google phone numbers also keep a record of all contacts. District email is another way staff are documenting their contacts and communications with parents. Case managers will continue to fulfill their roles under NJAC. 6A:14.

Role of the Special Education Teacher

Special Education Teachers will create modified assignments based on the IEP requirements for students in in-class resource programs for remote instruction. Special Education Teachers who are assigned to pull out resource or self-contained settings will create lessons commensurate with the needs of students in their classroom. Lesson Plans are developed to meet the needs of student IEPs.



Preschool Program

The Mount Laurel Preschool Program adheres to the required IDEA program standards and guidelines for preschool students with disabilities including related services. Opportunities for inclusion with typically developing peers is provided.

Medically Fragile

The Mound Laurel School District serves a number of students who are medically fragile or who have special medical needs. All school nurses and our medical professionals that work with our students will be coordinating and communicating together and working with our families to serve the needs of these children. School nurses will be communicating with families and providing consultative services. In addition, regular communication with families of students with significant medical risks to determine if additional precautions are necessary to return to school.

Special Education Out of District School Placements

District child study team case managers will be communicating with parents of students in out of district placements as well as those schools for educational programming purposes and reviewing any needs that exist. Child study case managers will be working with all vendors to coordinate services and consultative services for parents. Compensatory services for any direct related services like speech, occupational and physical therapies, counseling and any others as listed in student IEPs will be reviewed and carefully monitored.

English Language Learners

The district actively screens students to determine eligibility for ESL services. The district will implement the use of the newly released electronic screener for identifying eligible ELL students.

All ELL students have online access to remote instruction as part of the district's remote learning platforms. ESL teachers will meet with students to provide direct, live instruction and support the district's ESL curriculum as well as content area instruction for general education courses and classes. These services are organized by grade level.

In Grades K-4, certified ESL teachers will push-in and co-teach during remote lessons with general education classroom teachers. ESL teachers will provide small group instruction during remote learning times.

In grades 5-8, ESL classes will be held remotely with live instruction according to the regular school schedule. Remote Instruction and "office hours" will be provided to support students.

The district communicates with ELL families and provides translated materials and directions as follows:

- Translated materials and translators for school meetings and/or instructional matters.
- ESL teachers maintain ongoing communication with families to support them.



- The District website offers translation options in multiple languages.

The district addresses methods of instruction, differentiation, access to technology and strategies to troubleshoot challenges as follows:

- All ELL students are provided Chromebooks by the district to access and participate in remote learning platforms.
- Support is available for all families in need of internet access.
- ESL teachers maintain constant communication with students and their families to monitor attendance/participation and academic performance.
- ESL teachers are in regular communication with their building principal and department supervisor.
- School administrators follow up with families to provide additional opportunities for access.
- Individual support is arranged for students unable to attend scheduled lessons.

Technology and Connectivity

The Mount Laurel Schools provides a Chromebook to every student in grades 1 through 8. We also surveyed and communicated with our parents about home connectivity for Wi-Fi and internet access on a regular basis. The district through our schools have provisions in place to lend technology to preschoolers and kindergarteners who do not possess devices at home. Based on our assessment in the Spring, 80% of our Kindergarteners and Preschoolers possessed technology at home. A recent survey conducted in July 2020 of all incoming Kindergarteners and Preschoolers showed 75% of households had technology available for remote learning.

In regard to Wi-Fi connectivity, most families have been able to maintain connectivity during remote learning. For families with no connectivity the district will work with them to provide resources and options to ensure they obtain connectivity.

Low cost internet options are provided on the district's website.

Curriculum, Instruction and Assessments

In the planning of our instructional learning platforms, we carefully considered the need for the effective implementation of the New Jersey State Learning Standards (NJSLS), student loss of learning experienced during the Spring closure, the district's scope and sequence for all curricula, and the training needed for teachers and school leaders to evaluate students' unfinished learning and provide acceleration support.

Principals and curriculum supervisors will hold school and grade level meetings to ensure a systemic approach is established and maintained so the assignments students are given are consistent with targeted standards, specific evidence is provided for how the standards are being



met, and include the actions educators will take in response to student work in both remote and hybrid models.

The district in developing full time remote and hybrid instructional frameworks worked to achieve equitable access to high quality teaching and learning. All educational services such as gifted and talented supports, basic skills instructional supports, special education and related services, counseling, English Language Services, and all other programs are available to students. Furthermore, district attendance, grading, and code of conduct policies and expectations will be held for full time remote and hybrid students alike.

The Mount Laurel School District utilizes Google for Education tools for teaching and learning including, Google Classroom and Google Meet. We will continue to utilize the power of these learning tools for teachers and students to conduct synchronous and asynchronous remote learning. The Google platform will serve all learning provided in both hybrid and full time remote learning platforms.

In building the instructional schedules for students, the district carefully considered the learning loss experienced in the Spring to account for instructional time and the standards that will need to be covered in the upcoming school year.

The district carefully considered the developmental, academic and social emotional needs of students across the grade levels. Instructional schedules for both in-person and remote learning were designed with the grade and age of the student in mind.

In delivering the curricular and instructional schedules, the district will be assessing student learning loss from the Spring of 2020 by utilizing pre-assessments to identify learning gaps and determine starting points. Student progress will be monitored through daily/weekly formative assessment as well as district benchmark and summative assessments.

Kindergarten

The Kindergarten curriculum is aligned to the *Teaching Strategies GOLD Objectives for Development and Learning* and the daily schedule recommended by the NJDOE's *Kindergarten Implementation Guidelines*. Students' developmental readiness was carefully considered in the development of in-person and remote platforms for early learners. Students will receive in-person instruction from their classroom teachers on their in-person days and live instruction from their respective Kindergarten Support Teachers on their remote learning days. Kindergarten Support Teachers will also utilize *Creative Curriculum for Kindergarten Remote Learning Resources* on students' remote learning days.

While the schedule is slightly different, the Kindergarteners in the full time remote learning option will receive the same curricula as those in the hybrid cohort for in-person instruction.



Grades 1-4

Students in Cohort A will receive in-person instruction from their assigned classroom teacher on Monday and Tuesdays, and a combination of asynchronous lessons (recorded and self-paced) in the morning and synchronous (live) remote instruction in the afternoon on Thursdays and Fridays. On Wednesday all students are on remote learning. In addition, during the other remote learning days, students may receive live remote lessons for Instrumental Music, Corrective Reading, BSIP Math, ESL, GAP, and related services.

Students' instructional schedules are focused on delivering daily math and literacy instruction for in-person and live synchronous teaching for remote learning times. Elementary teachers who serve as the primary teacher for all subject areas will target their instruction towards building the necessary foundational skills, remediating any learning gaps, and teaching grade level standards.

Grade 5-8

When students report to school they will receive in-person instruction from their assigned classroom teachers for each subject area.

Fifth grade students will be assigned to one teacher for Math, Social Studies, and Science or for ELA, Social Studies and Science resulting in them having only two teachers instructing them in the four major content areas.

For grades sixth through eight, students will be assigned a highly qualified content area teacher for each subject. When students attend for in-person instruction they will remain in their classroom with content area teachers traveling to them to reduce student travel in the building and hallways.

On their remote learning days, students in the hybrid schedule will receive asynchronous lessons (recorded and self-paced) for each subject area that follows the same timelines of their in-person school schedule.

On Wednesdays, fifth through eighth grade students will follow the Remote Wednesday schedule and will receive live remote instruction for a full regular school day, not a 4-hour day.

In the afternoons, teacher office hours are set aside for individual student and/or parent support and consultation time.

Students in grades seven and eight, will receive live instruction for ELA and general education Math on all remote learning days by certified subject matter teachers. This is an intervention and intentional in order to support student learning and compensate for reduced instructional time in ELA and to boost math performance for general and special education students.

Content area teachers will collaborate on the scope and sequence of content and map out instructional timelines allocated for their lessons and strategies in order to provide remediation



and accelerate student learning. These subject matter collaborations and instructional plans will be overseen and facilitated by the building administrators and curriculum supervisors.

Remote Wednesdays

Regardless of what cohort your child is assigned to, all cohorts are fully remote on Wednesdays. There will be no in-person instruction on Wednesday. The schedules in the Appendix provide the hybrid and full time remote instructional frameworks.

What is so special about Remote Wednesdays?

Should our schools need to close due to COVID 19, our plan must allow us to pivot to remote learning. Wednesday's schedule will be the instructional framework and schedule teachers and students will follow, regardless of cohort assignment, in the event of a closure.

Remote Wednesday is a different schedule from the other remote learning days. The schedule was developed based on the educational needs of our students and from the lessons learned from our emergency closure in the Spring. Wednesday consists of live synchronous remote instruction.

Cohorts A & B, who are in the same grade and assigned to the same classroom or subject matter teacher, but attend on different days for in-person instruction, will join together on Wednesday in one virtual classroom for whole class instruction and learning.

Cohort C will remain together on Remote Wednesdays and participate with their class and continue to receive their educational services.

Cohort D will also follow the Wednesday schedule for remote learning for whole class discussion and instruction, which will be different than their remote learning schedule on other remote learning days (Monday/Tuesday and Thursday/Friday).

Cohort D(digital)

On July 24, 2020, the NJDOE released guidelines for providing parents a full-time remote learning option. The Mount Laurel School District's full-time remote option is completely aligned to the hybrid model. The students assigned to the full time remote option receive live instruction equal to their grade level peers receiving in-person instruction. In addition, all the standards and expectations of the Mount Laurel School district curriculum will be followed. It is important for parents to understand that on the full time remote option, their child will be afforded the same quality and scope of instruction as students in the hybrid model, as outlined in the instructional schedules found in Appendices A-F.

According to the NJDOE's Guidance, *Clarifying Expectations Regarding Full Time Remote Learning Options for Families in 2020-2021*:



Like in-person and hybrid programs, fulltime remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families.

As a result, all attendance and grading policies and expectations will be held for full time remote learning students.

Students on the full time remote option, will receive their eligible specialized support services and instruction in all areas of the New Jersey Student Learning Standards (NJSLs), including:

- Special Education and Related Services
- Speech and Language Therapy
- Guidance Counseling Services
- Child Study Team case manager services
- Nursing services
- Corrective Reading Services
- Basic Skills Math Services
- Instrumental Music and Related Arts (Music, Art, PE/Health, Library)
- English as a Second Language Services
- Gifted Academic Program (GAP)

Teacher Assignment

Students who receive full time remote learning will be assigned to a teacher solely dedicated to their full time remote learning. Different classroom teachers will be assigned to students in the hybrid model. If you change options, your child's teacher will change as well as the cohort of students in their class. We highly recommend staying with your choice to minimize disruption to your child's placement.

Procedures to Request a Change to Full Time Remote or to Hybrid Model

Once parents request an option, full time remote or hybrid, their child(ren) must spend at least one marking period in that option. Parents may request to switch from the full time remote or hybrid options. The request must be made on the district's electronic Change Request Form by the mid marking period. The mid marking period date will be the deadline for submitting any request for changing options, which will take place at the beginning of the next marking period.

Professional Learning

Professional Learning Prior to the Beginning of the School Year

Professional development for staff has been considered in multiple phases. First, training for staff must focus on the immediate plans for professional development after our extended closure due to COVID 19. Some key areas of immediate professional learning are described below.



Google For Education

The Mount Laurel School District is a Google for Education district. Teachers and students are well versed in the Google tools for learning. Professional development will be provided to enhance the skills and knowledge of teachers for implementing Google Classroom for remote and in-person models. Long before the world was impacted by COVID 19, Mount Laurel teachers and students were learning with technology and Google Classroom in grades 1 through 8. The district firmly believes more enhanced professional development using Google for Education is needed and beneficial during this time.

Columbia University: Teachers College Partnership

The Mount Laurel School District has partnered with Columbia University's Teachers College Reading & Writing Project. The district is reforming its literacy practices in all areas by adopting Calkins Units of Study (UOS) in Reading, Writing and Phonics. All elementary schools will receive 10 days of on-site professional development this year in the implementation of the UOS in Writing and UOS Phonics. For grades 5 through 8, language arts teachers will receive five days of grade specific on-site professional development in the implementation of the UOS in Writing.

Prior to the beginning of the school year, elementary teachers in grades K through 4 will receive one day of training to enable them to effectively launch the year with these resources. As stated above, professional development will be job embedded and continue throughout the year.

In addition, Teachers College will be providing the Mount Laurel School District resources as a partnership district resource for leveraging the workshop model in the remote learning platform for writing and phonics. All teachers of literacy will be participating in training including special education teachers, reading specialists, ESL teachers, and co-teachers.

Responsive Classroom

The district will be providing training to teachers in grades 5 through 8 in responsive classroom for the upper grades to assist teachers in establishing classroom based community of learners. Students returning to school after our extended Spring closure will benefit from practices that work to establish a cohesive classroom, provide social emotional supports, and help create a positive climate.

Restorative Practices

Teachers in grades 5 through 8 were provided training in the use of restorative practices. Students at these critical stages of social emotional development benefit from disciplinary approaches and conflict resolution strategies that promote positive relationships between students.

Professional Learning Throughout the School Year

Professional development will also be key throughout the year. The district in its commitment to staff professional development added two additional in-service days in the 2020-2021 calendar. Once the school year starts, the district will be collaborating with administrators, teachers and



staff on the next steps for professional development to sustain, improve, and maintain the learning platforms established. District in-service days have been reserved solely for enhancing and supporting teacher instruction for improved student learning as the year progresses.



Appendix A: Hybrid Schedule for Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday	
	Cohort A	Cohort A	All Cohorts	Cohort A	Cohort A	
	In-Person	In-Person	Remote Learning	Remote Learning	Remote Learning	
AM	Writers Workshop 30 minutes	Writers Workshop 30 minutes	Morning Meeting. 15 minutes	Morning Meeting 20 minutes	Asynchronous Lessons Creative Curriculum Digital Learning Materials 60 minutes Recess/Gross Motor 20 Minutes	
	Morning Mtg 15 minutes	Morning Mtg 15 minutes	Math Investigations 30 minutes	Read Aloud 20 minutes		
	Gross Motor 20 minutes	Gross Motor 20 minutes	Read Aloud 20 minutes	UOS Phonics 20 minutes		
	Reading - Whole Group 15 minutes	Reading - Whole Group 15 minutes		Math Investigations 20 minutes		
	Reading: Small Group 25 minutes	Reading: Small Group 25 minutes	UOS Phonics 20 minutes	Asynchronous Lessons Creative Curriculum Digital Learning Materials 60 minutes Recess/Gross Motor 20 Minutes	Morning Meeting 20 minutes	
	UOS Phonics 20 minutes	UOS Phonics 20 minutes	Small Group Instruction; Classroom and K Support 60 minutes		Read Aloud 20 minutes	
	Math Investigations 45 minutes	Math Investigations 45 minutes	Virtual Gross Motor 15 minutes		UOS Phonics 20 minutes	
	Science 20 minutes	Science 20 minutes				
	PM	Free-Choice Centers 35 minutes	Free-Choice Centers 35 minutes			
		Dismissal 15 minutes	Dismissal 15 minutes	Conferring/ Individual instruction	Conferring / Office Hours	

Note: Cohort B Schedule is opposite of the above schedule with in-person instruction on Thursdays and Fridays and remote instruction provided on Mondays and Tuesdays.



Appendix B: Cohort D - Full Time Remote Schedule for Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
	Remote Learning				
AM	Morning Meeting 20 minutes				
	Math Investigations 25 minutes				
	Math Small Group Instruction 30 minutes				
	Read Aloud 15 minutes				
	UOS Phonics 20 minutes				
	Literacy Small Group 30 minutes				
	Writer's Workshop 30 minutes				
PM	Science 20 minutes	Science 20 minutes	Science 30 minutes	Science 30 minutes	Science 30 minutes
	Gross Motor 15 minutes				
	Conferring/ Individual Instruction				



Appendix C: Hybrid & Full Time Remote Schedules for Grs. 1-2

	Monday	Tuesday	Wednesday	Thursday	Friday
	Cohort A	Cohort A	All Cohorts	Cohort A	Cohort A
	In-Person	In-Person	Remote Learning	Remote Learning	Remote Learning
AM	Morning Meeting 15 minutes	Morning Meeting 15 minutes	Morning Meeting 25 minutes	Asynchronous Instruction Literacy=30 mins. Math=30 mins. Science=30 mins. Related Arts=30 mins. Recess 20 mins.	Asynchronous Instruction Literacy=30 mins. Math=30 mins. Science =30 mins. Related Arts=30 mins. Recess 20 mins.
	Math 50 minutes	Math 50 minutes	Math 50 minutes		
	Related Arts 50 minutes	Related Arts 50 minutes	Enrichment 30 minutes	Synchronous Support Services 1 hour	Synchronous Support Services 1 hour
	Literacy Block 70 minutes	Literacy Block 70 minutes	Literacy 80 minutes		
			Recess 20 minutes	Break	
	Recess 20 minutes	Recess 20 minutes			
PM	Science/Social Studies 30 minute	Science/Social Studies 30 minutes	Science/Social Studies 35 minutes Intervention Groups Office Hours		Synchronous Instruction Math = 40 minutes ELA = 20 minutes
	End of Day 5 minutes	End of Day 5 minutes			

Note: Cohort B Schedule is opposite of the above schedule with in-person instruction on Thursdays and Fridays and remote instruction provided on Mondays and Tuesdays.



Appendix D: Hybrid & Full Time Remote Schedules for Grs. 3-4

	Monday	Tuesday	Wednesday	Thursday	Friday
	Cohort A	Cohort A	All Cohorts	Cohort A	Cohort A
	In-Person	In-Person	Remote	Remote Learning	Remote Learning
AM	Morning Meeting 15 minutes	Morning Meeting 15 minutes	Morning Meeting 25 minutes	Asynchronous Instruction	Asynchronous Instruction
	Math 50 minutes	Math 50 minutes	Math 60 minutes		
	Related Arts 50 minutes	Related Arts 50 minutes	Enrichment 30 minutes	Synchronous Support Services 1 hour	Synchronous Support Services 1 hour
	Literacy Block 70 minutes	Literacy Block 70 minutes	English Language Arts 60 minutes		
			Recess 20 minutes		
	Recess 20 minutes	Recess 20 minutes	Break		
PM	Science/Social Studies 30 minutes	Science/Social Studies 30 minutes	Science/Social Studies 45 minutes	Synchronous Instruction	Synchronous Instruction
	End of Day 5 minutes	End of Day 5 minutes	Intervention Groups		
			Office Hours		

Note: Cohort B Schedule is opposite of the above schedule with in-person instruction on Thursdays and Fridays and remote instruction provided on Mondays and Tuesdays.



Appendix E: Hybrid & Full Time Remote Schedule for Grs. 5 & 6

	IN PERSON LEARNING COHORT A		Virtual Learning Day FOLLOW ON-LINE SCHEDULE		REMOTE LEARNING COHORT A	
	Monday	Tuesday	Wednesday		Thursday	Friday
8:00-8:05	HR	HR	8:00-8:15	HR/Morning Mtg	8:00-8:05	Students will receive asynchronous pre-recorded lessons and activities posted by each subject matter teacher.
8:06-8:33	LA 5-A	LA 5-A	8:17-8:57	LA 5	8:06-8:33	
8:35-9:02	LA 5-A	LA 5-A	8:59-9:39	LA 5	8:35-9:02	
9:04-9:31	MATH	MATH	9:41-10:21	MATH	9:04-9:31	
9:33-10:00	MATH	MATH	10:22-11:02	MATH	9:33-10:00	
10:02-10:29			11:04 - 11:44	LUNCH	10:02-10:29	
10:31-10:58	SS/SCI	SS/SCI	11:46-12:24	SS/SCI	10:31-10:58	
11:00-11:27	PE or RELATED ARTS (A/B rotation)	PE or RELATED ARTS (A/B rotation)	12:26-1:04	SS/SCI	11:00-11:27	
11:29-11:56			1:06-1:46	PE	11:29-11:56	
11:58-12:10	PM HR	PM HR	1:48 - 2:28	RELATED ARTS	11:58-12:10	
12:30-1:00					12:30-1:00	
	COHORT B - Teacher Consultation					COHORT A - Teacher Consultation
1:00-1:45	Social Studies/ELA				1:00-1:45	Social Studies/ELA
1:50-2:35	Science/Math				1:50-2:35	Science/Math
2:05-2:50	PE/RELATED ARTS				2:15-2:50	PE/RELATED ARTS

Note: Cohort B Schedule is opposite of the above schedule with in-person instruction on Thursdays and Fridays and remote instruction provided on Mondays and Tuesdays. **5th Grade students will be scheduled for a daily 20 minute recess.**



Appendix F: Hybrid & Full Time Remote Schedule for Grs. 7 & 8

Cohort A: Monday/Tuesday - Cohort B: Thursday/Friday In-Person Cohort A: Thursday/Friday - Cohort B: Monday/Tuesday Asynchronous Lessons Daily In-Person Schedules		
HR	7:30	7:37
PD 1 Math	7:37	8:11
PD 2 ELA	8:11	8:45
PD 3 Science	8:45	9:19
PD 4 Social Studies	9:19	9:53
PD 5 PE	9:53	10:27
PD 6 Elective	10:27	11:01
PD 7 Cycle Course	11:01	11:39
		Dismissal

Wednesday ALL Cohorts on Remote Learning Synchronous (Live) Instruction		
PD 1 Math	7:30	8:17
PD 2 ELA	8:22	9:02
PD 3 Science	9:07	9:47
PD 4 Social Studies	9:52	10:32
PD 5 PE	10:37	11:17
Student Break	11:22	11:52
PD 6 Elective	11:57	12:37
PD 7 Cycle Course	12:42	1:25

Daily Student Access to Office Hours	
English Language Arts & Physical Education/Health	12:20 - 1:00
Social Studies & Science	1:00 - 1:40
Math, Cycle, Elective	1:40 - 2:20



Appendix G: List of School Pandemic Response Teams

Countryside Elementary School School Pandemic Response Team

Lori Zataveski, Principal *
Randi Hulbert, School Nurse *
Rebecca Cataline, School Counselor *
Sarah Napoli, Child Study Team Member
Mike Clayton, Head Custodian *
Amy Shaman, PTO President
Jessi Whitzer, Teacher & School Improvement Panel Member
Ingrid Demby, Teacher & School Improvement Panel Member

*Denotes member of the School Safety Team

Fleetwood Elementary School School Pandemic Response Team

Michael Profico, Principal
Sandy Bosch, School Nurse
Jenn Murphy, School Counselor
Allison Gollin, Child Study Team Member
Conner McCaw, Teacher
Jess D'Argenio, Teacher
Carrie Siwiec, Teacher
Aly Hennis, Teacher
Kristen Mancine, Teacher

Hillside Elementary School School Pandemic Response Team

Dr. Briean Madden, Principal
Kevin Tocco, Head Custodian
Meg Black, School Nurse
Jenna Marcantonio, Guidance Counselor
Tracy Weist, Child Study Team Member
Nancy Mellin, Teacher, Teacher/School Improvement Panel, MLEA Rep
Charina Zimmerli, Teacher, School Improvement Panel
Heidi Bourke, PTO President



**Larchmont Elementary School
School Pandemic Response Team**

Patrice Clark, Principal
Eileen Valerio, School Nurse
Aimee Strobel, School Counselor
Jason Reinert, Head Custodian
Danielle Stoffo, Parent & PTO Member
Kat Rosati, Teacher
Katie Ebbeson, Teacher
Allie Deitch, Teacher
Kelly Fitzgerald, Teacher
Lauren Gatti, Child Study Team Member

**Parkway Elementary School
School Pandemic Response Team**

Mercy Chang, Principal
Jessica Tisa, School Counselor
Nini Engel, School Psychologist, Child Study Team Member
Amanda Mazaleski, School Nurse
Lori Donnelly, Teacher & School Safety Team Member
Susie McKeown, Teacher & School Improvement Panel
Jeff Gies, Head Custodian
Melissa Jost, PTO Co-President
Kelly Merle, PTO Co-President

**Springville Elementary School
School Pandemic Response Team**

Gailen Mitchell, Principal*
Marla Wasserman, School Improvement Panel/4th Grade Teacher*
Christina Daily, Child Study Team
Michael Sansone, School Counselor *
Cece Spehalski, School Nurse*
William Schumacher, Head Custodian
Kristen Magee, Parent/PTO

*Denotes a member of the School Safety Team



**The Hartford School
School Pandemic Response Team**

Administration:

Marques Stanard, Principal
Mary Ann Vastardis, Assistant Principal
Shawn Blackshear, Assistant Principal

Staff:

Katy Bogert, Teacher & School Improvement Panel Member*
Katy Stafford, Teacher & School Improvement Panel Member *
Frank Sonsini, Head Custodian *
Christine Serenbetz/Danielle Doyle, PTO Co-Presidents *
Lisa Doulong, School Nurse
Charlene Hunt, Child Study Team Member
Doug Bozarth, MLEA Representative
Mary Beth Perella, School Counselor

**Harrington Middle School
School Pandemic Response Team**

Ryan Caltabiano, Principal*
Ayanna Roberts, Assistant Principal *
Thomas LaMorte, Assistant Principal*
Kristy Curtis, 7th Grade Teacher*
Sandy Poulton, 8th Grade Teacher
Ellie Conover, Child Study Team
Sharon Sheehan, School Counselor*
Mary Ellen Slott, School Counselor*
Sheila Miller, Curriculum Supervisor
Lori Alfieri, Nurse
Mike Nardi, Head Custodian
Lynn Boyle, Parent
Christina Serenbetz, Parent & PTO Member

*Denotes a member of the School Safety Team



Appendix H: NJDOE Checklist for the Re-Opening of School 2020-2021



Reopening Document Checklist for the Re-Opening of School 2020-2021

To assist with development and review of school reopening plans, this checklist presents the Anticipated Minimum Standards detailed in the NJDOE’s “The Road Back: Restart and Recovery Plan for Education,” select statutory and regulatory provisions governing school schedules, and other central reopening priorities. For additional information, please consult the NJDOE’s The Road Back webpage.

Does your district reopening plan:

Reopening Planning

- YES** Implement a schedule for the 2020-2021 school year that includes in-person instruction in some capacity and provides public school facilities for at least 180 days in accordance with N.J.S.A. 18A:7F-9?
- YES** Incorporate a policy regarding fulltime remote learning services, in accordance with the Department’s guidelines?
- YES** Ensure, consistent with N.J.A.C. 6A:32-8.3, that each student is provided at least four hours of instructional contact time per school day, or one continuous session of two and one-half hours for kindergarten students (such instructional time may be achieved through in-person, synchronous remote, or asynchronous remote activities)?
- YES** Prepare for a potential shift back to entirely remote learning models by implementing measures to strengthen remote learning capabilities?
- YES** If a member of the NJSIAA, conduct high school athletics in accordance with protocol issued by the NJSIAA. **Note: While NJSIAA does not maintain oversight over middle school sports, it is suggested that districts follow the same guidelines issued for high school sports.





STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

YES Establish or designate in each school a diverse Pandemic Response Team to oversee each school's implementation of the district's reopening plan, particularly health and safety measures? If establishing a new Pandemic Response Team, that team includes, if applicable:

- School principal or lead person;
- Teachers representing each grade band served by the school;
- Child Study Team member;
- School counselor or mental health expert;
- Subject area chairperson/director;
- School nurse;
- School safety personnel;
- Members of the school safety team;
- Custodian; and
- Parents.

Digital Divide

YES Include a plan outlining steps to ensure that all students who are expected to engage in remote instruction have access to the requisite educational technology (including hardware and connectivity), whether that technology is issued by the school district or provided by the student's family? That plan must:

YES Include a documented process for identifying students in need of educational technology;

YES Identify steps that the district will take to provide needed technology to students identified as otherwise lacking access to such technology;

YES Prioritize provision of district-issued technology to those students who, in the absence of district-issued technology, may be unable to fully participate in remote instruction; and

YES Include ongoing monitoring, provisions for issuing educational technology throughout the school year, and other provisions necessary to prevent lapses in student access to remote instruction as district or family circumstances evolve.





STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

General Health and Safety

YES Provide reasonable accommodations for students and staff identified as having a higher risk for severe illness from COVID-19, including older adults and individuals with disabilities or serious underlying medical conditions?

Classrooms, Testing, and Therapy Rooms

YES Ensure that students are seated at least six feet apart within the classroom?
[If district answers “No” to the above] Implement social distancing modifications to the greatest extent practicable, including the use of physical barriers between desks and turning desks to face the same direction or having students sit on only one side of the table, spaced apart?

YES Ensure that other instructional and non-instructional rooms comply with social distancing standards to the greatest extent practicable?

YES Provide for limited use of shared objects when possible and clean such objects between uses?

YES Ensure that indoor facilities have adequate ventilation, including by: maintaining operational heating and ventilation systems where appropriate; ensuring that recirculated air has a fresh air component; opening windows if A/C is not provided; and maintaining filters for A/C units according to manufacturer recommendations?

YES Ensure that hand sanitizing stations are maintained with alcohol-based hand sanitizers in each classroom, at entrances and exits of buildings, and near lunchrooms and bathrooms?

YES Ensure that existing handwashing stations with soap, water, and alcohol-based hand sanitizers?

YES Include provisions that facilitate student hand washing at regular intervals (or use of alcohol-based hand sanitizer if washing with soap and water is not possible), such as designating certain times for students to wash hands (e.g. before eating, after using the bathroom, and after blowing their nose/coughing/sneezing), use of signage to encourage handwashing, or other provisions?





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Transportation

- YES** Require students to wear face coverings if the student can do so, while providing accommodations as appropriate for young students or students with disabilities?
- YES** Maintain social distancing practices on buses to the maximum extent practicable?
- YES** Adopt best practices for cleaning and disinfecting school buses and other transport vehicles? What Bus Transit Operators Need to Know About COVID-19

Student Flow, Entry, Exit, and Common Areas

- YES** Incorporate a policy which, includes the process and location, for student and staff health screenings? Such process will include screening upon arrival for symptoms and history of exposure, visual check of students for symptoms and/or confirmation with families that students are free of COVID-19 symptoms, documentation of when signs/symptoms are observed, and any necessary accommodations for students with disabilities.
- YES** Ensure that there are physical guides or markings to help ensure that staff and students remain at least six feet apart in lines to enter or exit the building and at other times, and require utilization of face coverings when physical distancing (six feet) cannot be maintained for individuals waiting to enter or exit a building while providing accommodations as appropriate for young students or students with disabilities?

Screening, PPE, and Response to Students and Staff Presenting Symptoms

- YES** Require students, staff and visitors to wear face coverings unless doing so would inhibit the individual's health, the individual is under two years of age, or other exceptions outlined in NJDOE's guidance apply, while providing any necessary accommodations for young students or students with disabilities?
- YES** Incorporate policy and procedures for symptomatic students and staff that include:
 - YES** Written protocols detailing the district's response to students or staff that test positive for COVID-19;
 - YES** Immediate notification of local health officials, staff, and families in the event that an individual who has spent time in a district facility tests positive for COVID-19;





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- YES** Isolation of symptomatic individuals, with continued supervision and care for students;
 - YES** Methods to assist in contact tracing, including records of groups/cohorts, assigned staff, and daily attendance;
 - YES** Continuous monitoring of symptoms; and
 - YES** Readmittance policies consistent with the relevant NJDOH guidance?
- YES** Encourage parents to be alert for signs of illness in their children and keep them home when they are sick?

Contact Tracing

- YES** Incorporate a contact tracing policy in consultation with the local health department and its school nurses?

Facilities Cleaning Practices

- YES** Develop a procedure manual to establish schedules for increased cleaning and disinfection; targeted areas to be cleaned, including frequently touched surfaces and objects and frequent sanitization of bathrooms; and methods and materials to be used?

Meals

- YES** Stagger use of cafeteria or group dining areas, and clean and disinfect them between groups?
- YES** Provide for the discontinuation of family, self-service, and buffet meal service in cafeterias or group dining areas?
- YES** If cafeterias or group dining areas are used, ensure students are spaced at least six feet apart?
- YES** Require individuals to wash their hands with soap after removing their gloves or after directly handling used food service items?





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Recess/Physical Education

- YES** Stagger recess or other outdoor activities? Utilize cones, flags, tape, or other signs to maintain six feet of space between groups participating in recess or other outdoor activities?
- YES** Require students to wash hands with soap immediately after outdoor playtime?
- YES** Stagger the use of playground equipment and establish frequent disinfecting protocols?
- YES** Close, or stagger the use of and frequently disinfect, locker rooms?
- YES** Minimize sharing of equipment and clean and disinfect equipment between each use?
- YES** Designate specific areas for each class during recess to avoid cohort mixing?

Field Trips, Extra-curricular Activities & Use of Facilities Outside of School Hours

- YES** Maintain social distancing and hygiene practices during extra-curricular activities?
- YES** Require any external community organizations that use district facilities to follow district procedure and health and safety protocols?

