THE ROAD BACK TO ...  
**Washington Township Schools!**

😊 WELCOMING YOU BACK TO THE NEW SCHOOL YEAR! 😊

- **CHILDREN**
- **PARENTS**
- **EDUCATORS**

- CONDITIONS FOR LEARNING
- MENTAL HEALTH & WELL-BEING
- CONTINUITY OF LEARNING
- SAFER
- STRONGER
- TOGETHER

~Committed to Health, Safety, & Instructional Continuity~
Foreword

Together we have seen our world and our lives change due to the COVID-19 Pandemic. The most fundamental aspects of our lives - - how we shop; how we socialize; how we prepare to run errands; how we work; how we educate children - - have been affected. We have all had to make adjustments (both small and large), redirecting our focus and energy to adapt to the changes we have collectively experienced. We have seen school life change for educators, parents, and for the children who have been continuously supported and cared for by the adult role models of our school community. I thank you all for ensuring that our young people have always remained our number one priorities.

The journey we have taken together over these past several months has led us up and down one very long and winding road; one that we have travelled together without ever losing sight of our primary focus - - the children of our fine community. How befitting that this school reopening document be titled The Road Back to Washington Township Schools? How apropos that this roadmap be dedicated to the children of Washington Township!

May our community and state continue to make positive strides in the pandemic recovery effort as we plan for Opening Day 2020 ~ September 1st.

Thank you all so very much,

Jeff Mohre
Superintendent of Schools
# TABLE OF CONTENTS

- Conditions for Learning {Physical and Safety Needs} ......................................................... 3-5
- Conditions for Learning {Social and Emotional Needs} ......................................................... 5-6
- Leadership and Planning ........................................................................................................ 6-7
- Continuity of Learning ........................................................................................................... 7-8
- Policy and Funding ................................................................................................................ 8
- Key Information for ALL Families, Faculty, and Staff ............................................................. 8-17
- Lens 4 Transportation {Conditions for Learning – Transporting Students} ............................. 15
- Lens 5 Technology Resources {Continuity of Learning – Technology and Connectivity} ........ 16
- Lens 6 Communications and Governance {Leadership and Planning} .................................... 17
- Lens 7 Elementary School Instruction and School Operations {Conditions for/Continuity of Learning} ......................................................... 17-24
- Lens 7 Middle School Instruction and School Operations {Conditions for/Continuity of Learning} ......................................................... 25-31
- ADDENDUM 1: Overview of Full-Time Remote Learning Option ............................................. 32-35

CHILDREN • PARENTS • EDUCATORS
SAFER • STRONGER • TOGETHER
WASHINGTON TOWNSHIP SCHOOLS
CONDITIONS for LEARNING {Physical and Safety Needs}
😊 Welcoming YOU Back to the New School Year! 😊

In order to best support the health and wellness of students and their families, and the staff and faculty, the Washington Township Schools (WTS) has set the following operational standards as schools reopen amid the current pandemic:

1. **GENERAL HEALTH AND SAFETY GUIDELINES:** The Washington Township Schools will comply with Centers for Disease Control, State, and local guidelines and promote behaviors that reduce the spread of illness i.e. Social Distancing, Frequent Hand Washing/Sanitizing, Respiratory Etiquette, Frequent Cleaning and Disinfecting.

A NEW SCHOOL SCHEDULE TO SUPPORT SOCIAL DISTANCING: The children will be welcomed back to school on Tuesday, September 1, based on a 2-day Rotation A/B Schedule. This means that students will be attending school for full days, every other day to start the school year with the exception of Mondays. This will enable WTS to mitigate risk to the buildings’ occupants; better monitor the wellness of students, staff, and faculty; meet the current social distancing requirement of 6 feet; and adhere to District’s two overarching reopening goals: Health & Safety and Instructional Continuity. New Jersey’s Full-Day Remote Option for Families is in effect. - - *see chart below*

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**HIGHLIGHTS:**
- Continuity of Instruction
- Set “Day of the Week” Schedule for Parents and Teachers
- Improved Management of CDC Health/Hygiene Guidelines
- Live Instruction for all Children
- An All Remote Learning Day (Virtual Mondays) in the Event This Becomes the Model Due to the Pandemic.
- Common Schedules for Siblings

2. **LEARNING WHILE AT HOME:** WTS will use its robust technology infrastructure (devices, hotspots, network) to support student learning from the home environment.

3. **CLASSROOM LIFE AND SPECIALIZED SERVICES:** To enhance the safety of teachers and students, desks will be arranged so that the children are all facing in the same direction. Each student will have a designated desk. Children will spend most of their day inside their own classrooms and teachers will visit classrooms for specific academic and special subjects. WTS will limit the use of shared objects by students while instituting plans for frequent and timely hand washing and sanitizing. These measures will help to reduce the spread of illness.
4. **SPECIALIZED STUDENT SERVICES** may continue inside rooms designed for that purpose as necessary. Related services (therapies) will be delivered in-person to the greatest extent possible.

5. **FACE COVERINGS - ADULTS:** Face coverings will be worn by all faculty and staff unless doing so would inhibit the individual’s health. The District will provide every faculty/staff member with two cloth face coverings and one face shield. These are to go home with the faculty/staff members each day for proper cleansing.

6. **FACE COVERINGS - CHILDREN:** WTS will be providing face coverings (cloth face coverings and shields) to all students. These are to go home with the children each day for proper cleansing. Having two different face coverings does not mean that children will wear both all day long. WTS will set guidelines for teachers based on such factors as social distancing, hallway travel, outdoor lessons/recesses, arrival/departure etc. Individualized accommodations will be developed for children whose medical or sensory conditions require such. WTS believes that schools play a vital role in educating children about hygiene and face coverings, which can only serve them well during this period of pandemic and recovery, and in their futures.

7. **HANDWASHING & SANITIZING** will be scheduled throughout the school day and will begin before children leave their homes each day (children will also receive a squirt of hand sanitizer when boarding and exiting school buses). Hand sanitizer will consist of 60% alcohol and reflect Federal guidelines. Designated hand cleaning times will be scheduled by the teacher(s) using soap and water and/or hand sanitizer. Younger children should be supervised when using hand sanitizer.

8. **LUNCH/RECESS/PHYSICAL EDUCATION:** In order to reduce the spread of illness, lunch will be served primarily inside the classrooms or in areas designated by the Principal where social distancing and cleaning/disinfecting can be achieved. Children can continue to bring their own lunch to school each day. A lunch option will continue to be provided by the District’s food service vendor, Sodexo. Recess will be staggered by grade level or groups, with specifically defined play areas for each grade level or group. Disinfecting of playground equipment will occur between uses. Physical education classes will continue and children are encouraged to wear comfortable clothing and safe footwear to school so they can participate without needing to change. School locker rooms will be closed throughout the pandemic and recovery period.

9. **FACILITIES CLEANING PRACTICES:** WTS has developed a schedule for increased, routine cleaning and disinfecting, including frequently touched surfaces and objects. Bathrooms will be sanitized daily and monitored frequently throughout the day by custodial personnel. WTS’ ventilation systems/units will be monitored to ensure that they are operating properly in support of fresh air exchange.

10. **DAILY HEALTH SCREENING OF CHILDREN AND SCHOOL PERSONNEL:** Temperature checks will be conducted for children and staff upon their arrival to school each day (safely and respectfully). For the children, this screening shall begin with the parent/guardian conducting a wellness and temperature check prior to the child coming to school. Staff members shall conduct personal wellness checks prior to coming to school each day. All children and staff must remain at home if they are not feeling well. Individuals experiencing illness while at school will be safely monitored by WTS’ school nurses and sent home to rest, recover, and/or receive medical treatment. To promote awareness as to the importance of establishing this healthy habit, parents and staff will be required to sign a “Healthy Pledge” in support of a community-wide effort to mitigate the spread of COVID-19.

11. **RESPONDING TO POSITIVE CASES OF COVID-19:** Parents and staff are asked to report positive cases of COVID-19 occurring inside their homes directly to the school nurse. In the event an individual who has tested positive for COVID-19 has spent time in a school facility, the District will immediately notify the local Board of Health, staff, and families while maintaining confidentiality. WTS will work in cooperation with the local Board of Health in support of established contact tracing protocols. Each school will have a Pandemic Response Team (See Page 32) whose primary goal is assist the administration with centralizing, expediting, and implementing COVID-19-
related decision-making. Here in the Washington Township Schools, the current Crisis Response Teams at each school shall serve as the Pandemic Response Teams.

12. **SCHOOL BUSES/TRANSPORTATION:** School bus operations will continue, but the number of children on the school bus will be limited so that children are not sitting directly next to one another (unless they live in the same household). Face coverings are required while on school buses unless doing so would inhibit the student’s health. A daily plan for disinfecting school buses will be implemented as coordinated by the Transportation Supervisor and the Facilities Manager. Parents opting to drive their children to and from school will adhere to the traffic patterns established by the District in consultation with the Washington Township Police Department.

13. **PARENT MEETINGS AND SCHOOL VISITORS:** Parent meetings (i.e. Back-to-School Nights, Parent-Teacher Conferences, Individualized Education Plan (IEP), Intervention and Referral Services etc.) will be virtual as WTS will need to strictly limit schools visitors throughout the period of pandemic and recovery.

14. **USE OF SCHOOL FACILITIES AFTER SCHOOL HOURS AND ON WEEKENDS:** Throughout the pandemic and recovery period, WTS will need to limit the use of the schools facilities to school-sponsored activities only. This means that outside organizations will not be permitted to use the school district's interior spaces. School fields/grounds may be used in accordance with State and local health and safety guidelines (hygiene, social distancing, and maximum number of participants) upon approval by the school district.

15. **VISUAL REMINDERS TO SUPPORT A TOTAL TEAM EFFORT:** WTS will use specialized signage and markings to remind/encourage/promote social distancing measures and positive hygiene habits.

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**WASHINGTON TOWNSHIP SCHOOLS**

**CONDITIONS for LEARNING {Social and Emotional Needs}**

😄 Welcoming YOU Back to the New School Year! 😄

WTS recognizes the fact that the direct and indirect impacts of the global COVID-19 pandemic may potentially have a lasting effect on some students and staff. As a result, WTS will reinforce and enhance supports focused on social-emotional learning, relationship-building, and successful transitions back to schools, classrooms, and environments. The District’s mental health/wellness professionals will team to provide students and staff with both direct and indirect supports to best facilitate the reintroduction to the school setting. Activities focused on social and emotional wellness will be designed and delivered during the opening weeks of school as curricular lessons are gradually introduced. Resources will be provided to parents and teachers alike to promote student well-being throughout the pandemic and recovery period. The following elements are reflected in the District’s reopening plan with regard to social and emotional wellness:

1. **SOCIAL/EMOTIONAL LEARNING AND SCHOOL CLIMATE/CULTURE:** WTS will plan thoughtfully around the well-being of the students, staff, and faculty. School mental health professionals will serve as key resource people in coordinating the overall wellness effort.

2. **MULTI-TIERED SYSTEMS OF SUPPORT (MTSS):** WTS will continue its implementation of MTSS (Multi-Tiered Systems of Support) in order to provide positive interventions and supports to children in the areas of mental wellness, academic success, and behavioral health.
3. **WRAPAROUND SUPPORTS:** In addition to providing children with direct supports emanating from inside the school setting, WTS will continue its tradition of supporting children and their families with interventions occurring outside the school setting. These supports will include mental health services, primary health and dental care, meals, and after-school childcare programs. WTS is in the process of exploring on-site full-day daycare for school-aged children residing in Washington Township and enrolled in the school district.

4. **FOOD SERVICE AND DISTRIBUTION:** WTS will continue its participation in the Federal Free and Reduced Lunch program as a means of supporting children whose families are in need of this important service. Participation in the program will enable the District to provide nutritionally balanced meals to children each school day. The District is working with Sodexo to offer "to go" lunches for students to purchase for their "off campus learning day."

5. **CHILD CARE:** In developing the reopening plan, WTS has involved childcare providers in planning discussions. The District currently provides transportation from school to childcare facilities within the Township’s boundaries. This practice will continue throughout the pandemic and recovery period. Due to the complexities of pandemic life, WTS may extend these boundaries when doing so does not adversely affect the overall efficiency of transportation services.

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**WASHINGTON TOWNSHIP SCHOOLS**

**LEADERSHIP & PLANNING**

😊 Welcoming YOU Back to the New School Year! 😊

The Washington Township Schools Leadership Team will engage members of the faculty, staff, medical field, parent-teacher organizations, law enforcement arena, local government, and the Board of Education to realize a reopening plan that supports the needs of the student population. A Key Communicators: School Reopening ’20 team and Faculty Focus Groups will be formed in support of the planning effort.

Surveys were conducted to gauge the thoughts and perspectives of the parent, faculty, and staff communities in order to inform the planning effort. Communications from both the school and district levels will be ongoing to keep stakeholders abreast of the reopening planning effort.

The following three areas will be addressed as part of Leadership & Planning subject area as recommended by the New Jersey Department of Education:

1. **SCHEDULING:** The reopening plan will account for resuming in-person learning in some capacity per the New Jersey Department of Education while maintaining adherence to the health and safety guidelines of the Centers for Disease Control and the New Jersey Department of Health. The District will respect a parent’s desire to keep their children home during the pandemic and recovery period. Students not physically present in school will be connected to their classroom via the District’s robust technology platform.

2. **STAFFING:** WTS will communicate expectations for student learning directly with members of the faculty. The reopening plan shall consider the unique needs of the faculty/staff as communicated by school district personnel to the Principal or appropriate supervisor. WTS recognizes and values the key role of Teacher Aides in supporting the instructional process. Teacher Aides will continue to lend support to students under the direction of the classroom teachers.
3. **GUIDANCE FOR STUDENT TEACHERS:** Student teachers should:

- Obtain a substitute credential to gain the ability to support students without supervision as needed.
- Lead small group instruction (in-person to help with social distancing).
- Co-teach with cooperating teacher and maintain social distancing.
- Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
- Facilitate one-to-one student support.
- Lead small group instruction virtually while the classroom teacher teaches in-person.
- Facilitate student-centered group learning connecting remote and in-person students.

4. **EXTRACURRICULAR PROGRAMS:** WTS understands that the New Jersey State Interscholastic Athletic Association (NJSIAA) is in the process of developing/publishing guidance for high schools to facilitate the return of student athletes to their respective playing fields and arenas. Although the Washington Township Schools’ student athletics program is not under the auspices of the NJSIAA (the Association regulates high school athletics), WTS will consider any current and forthcoming guidance to inform its decision regarding the Long Valley Middle School’s athletics program. Currently, the District’s athletics and extracurricular programs are on hold.

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**WASHINGTON TOWNSHIP SCHOOLS**  
**CONTINUITY OF LEARNING**  
😊 Welcoming YOU Back to the New School Year! 😊  

In planning for the 2020-2021 school year, WTS is deeply committed to developing and executing a reopening plan that underscores safety and instructional consistency for the children and adults of the school community. Keeping in mind the State’s decision that schools must strive to resume in-person learning in some capacity, and the fact that a return to in-person learning may be halted at any time due to the current pandemic, it is imperative that the District focus on ensuring continuity of teaching and learning against the backdrop of evolving uncertainties. The following key areas are addressed in this plan to best ensure continuity of learning for all students:

1. **DELIVERING SPECIAL EDUCATION AND RELATED SERVICES:** WTS will strive to meet the needs of students with Individualized Education Plans (IEPs) to the greatest extent possible. No matter the scenario (at-home learning; in-school learning; a combination (hybrid) of at-home and in-school learning) WTS will make decisions that are informed by the needs of the student population. Related services will be delivered in-person to the greatest extent possible.

2. **TECHNOLOGY AND CONNECTIVITY:** Understanding the critical role technology plays during periods of atypical school operations, WTS will continue to ensure that faculty, staff, and families have access to the internet and will provide technology devices to families and faculty who may need them. WTS has planned for a 1:1 Chromebook distribution, PreK through Grade 8.

3. **CURRICULUM, INSTRUCTION, AND ASSESSMENT:** WTS will support its faculty and staff in the delivery of effective classroom instruction whether teaching and learning are occurring inside or outside the physical school setting. Programs and processes designed to provide children with the interventions and supports necessary for academic growth and student wellness will continue (i.e Intervention and Referral Services;
Instructional Support; School Counseling Services; 504 Planning; English Language Learning; Individualized Education Plans (IEPs); Gifted and Talented Instruction).

4. **PROFESSIONAL LEARNING:** With the return to school comes a different need for professional learning as faculty and staff reenter their schools following a prolonged period of absence; one that transformed both their professional and personal lives. The Washington Township Schools will continue to support all members of its education family (students, faculty/staff, parents). Educators will need time to process and understand the changes they will encounter in their shared profession as they adapt to altered educational environments and teaching-learning experiences. Faculty Focus Groups will meet during the summer months and there will be four (4) teacher professional days (August 25-28) leading up to the children’s first day of school scheduled for Tuesday September 1.

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**WASHINGTON TOWNSHIP SCHOOLS**  
**POLICY and FUNDING**  
😊 Welcoming YOU Back to the New School Year! 😊

The purchasing priorities of school districts have undergone change amid the pandemic, primarily in the areas of technology resources, personal protective equipment, and personal hygiene. Simultaneously, States have experienced economic hardships and are making difficult decisions as to how best to fund schools while experiencing declines in tax revenues. The Washington Township Schools anticipates that State aid funding will be unaffected based on information the district has received from the New Jersey Department of Education. In planning for the new school year, the District has considered the following policy and funding elements:

1. **PURCHASING:** WTS has planned for the purchase of items and materials to support the reopening of schools within the hybrid learning platform framework. Personal protective equipment (PPE), specialized cleaning supplies, technological resources, hygiene items, and health-oriented signage have been ordered and will serve to support the District’s two-day rotation student schedule

2. **RESERVE ACCOUNTS, TRANSFERS, AND CASHFLOW:** WTS will make necessary expenditures in accordance with the budgetary and purchasing guidelines set forth by the NJ Department of Education.

3. **COSTS AND CONTRACTING:** WTS participates annually in the Federal E-rate Program, a program that makes telecommunications and information services more affordable for schools. E-Rate provides discounts to schools for telecommunications, Internet access, and internal connections. Additionally, WTS takes advantage of various purchasing cooperatives to realize cost savings.

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**WASHINGTON TOWNSHIP SCHOOLS**  
**THE STATE’S GUIDANCE & WTS’ 7-LENS APPROACH ... “PERFECT TOGETHER”**  

**KEY INFORMATION FOR ALL FAMILIES, FACULTY, & STAFF**  
😊 Welcoming YOU Back to the New School Year! 😊

In addition to the State’s guidance governing school reopening, WTS has crafted its reopening plans through 7 key lenses relative to overall school operations: *Physical Health; Mental Health/Well-being; Instruction/School*
Operations; Transportation; Facilities; Technology; and Communications/Governance. The WTS Leadership Team, taking into account its deep understanding of school operations, the guidance of experts in various and pertinent fields, the responses to our staff and parent surveys, and the State of New Jersey’s The Road Back guidance document, developed the following information and guidance:

> LENS I: PHYSICAL HEALTH [CONDITIONS FOR LEARNING - GENERAL HEALTH AND SAFETY GUIDELINES]

The HEALTH & SAFETY of ALL Children and Adults Shall Remain PRIORITY ONE!

- **SOCIAL DISTANCING** (6 feet) within the school setting to the maximum extent possible as a means of mitigating the potential spread of COVID-19.

- **CLASS SIZES reduced** by adopting a district-wide A/B 2-Day Rotating Schedule to start the school year (children will come to school based on their assigned group).

- **FULL-DAY REMOTE LEARNING OPTION FOR FAMILIES** is in effect for families who desire remote learning.

- **LIMITING STUDENT TRAVEL** during the school day to other parts/rooms of the school will be practiced to reduce the spread of illness.

- **FACE COVERINGS - ADULTS**: Face coverings are required for faculty and staff members (unless doing so would inhibit the member’s health). WTS will provide every faculty/staff member with 2 cloth face coverings and 1 face shield. Bus drivers will wear a face covering while on the bus at all times when students are present.

- **FACE COVERINGS - CHILDREN**: Children will be required to wear face coverings for most of their school day (unless doing so would inhibit the child’s health). WTS will be providing a cloth face and a face shield) to all students. Parents can certainly provide their own face coverings as well. This does not necessarily mean that children will wear both all day long. WTS will set guidelines for staff to implement with children based on such factors as social distancing, hallway travel, outdoor lessons/recesses, arrival/departure etc. A lanyard will accompany the traditional cloth face covering to best ensure that coverings are not misplaced. Face coverings are required for children when on school buses.

- **WELLNESS & TEMPERATURE CHECKS - CHILDREN:**
  - **CHECK 1**: Parents will conduct a wellness and temperature check prior to the child coming to school each day. All children and school employees must remain at home if they are not feeling well or have a fever of 100.4 or higher. Children who experience illness while at school will be evaluated and monitored by WTS’ school nurses and sent home to rest, recover, and/or receive medical treatment. To promote awareness as to the importance of establishing this healthy habit, parents will be required to sign a “Healthy Pledge” in support of a school community-wide effort to mitigate the spread of COVID-19.
  - **CHECK 2**: Temperature and visual wellness checks will take place when children arrive at school each day. School district personnel will conduct checks safely and respectfully. Children who appear ill will be screened further by the school nurse.

- **WELLNESS & TEMPERATURE CHECKS – FACULTY & STAFF:**
  - **CHECK 1**: Screening of staff will be self-conducted. Staff members shall conduct personal wellness checks prior to coming to school each day.
  - **CHECK 2**: A temperature check will be self-conducted by staff upon their arrival to school each day (safely and respectfully).
• **STAY HOME ORDERS** are in effect for any student or staff member who is not feeling well.

• **ILLNESSES OCCURRING AT SCHOOL** will be safely addressed and monitored by the school nurses. If children or staff are not feeling well, they will be sent home to rest, recover, and receive medical treatment as necessary.

• **ISOLATION ROOMS** (or Quarantine Rooms aka ”Q-Rooms“) will be identified at each school in the event a child or staff member requires isolation as a result of illness. Plans for supervising a child or adult in the Q-Room will be in place to ensure safety while arranging for transport home.

• **A “HEALTHY PLEDGE,”** designed to promote awareness as to the importance of establishing healthy habits and responsibilities, will be distributed to all parents and staff and will require a personal signature or signatures.

• **PROMOTING HEALTH-CONSCIOUS BEHAVIORS** that reduce the spread of illness will be commonplace (STAYING HOME when not feeling well; Hand Hygiene; Respiratory Etiquette; Face Coverings; Signage etc).

• **CPR:** Individuals administering CPR will need to don a mask, shield, and gown.

• **USE OF A NEBULIZER** by children within the school setting will be temporarily suspended due to the device’s aerosol-generating capacities. The school nurses will work closely with families to identify alternate medical management strategies based on the recommendation of a child’s physician.

• **HANDWASHING & SANITIZING** will be scheduled throughout the school day and will begin before children leave their homes each day (children will also receive a squirt of hand sanitizer when boarding and exiting school buses). Designated hand cleaning times will be scheduled by the teacher(s) using soap and water and/or hand sanitizer as follows:
  - at the start of the day when children enter the classroom
  - whenever children leave the classroom
  - whenever children return to the classroom
  - **before** snacks, lunch, recess; **after** snacks, lunch, recess
  - after visiting the bathroom
  - after sneezing, wiping, and blowing noses

• **TEACHING PREVENTIVE BEHAVIORS:** Teachers and staff can teach and encourage preventive behaviors at school. Likewise, it will be important for parents to emphasize and model healthy behaviors at home and to talk to their children about changes to expect this school year. Even if your child will attend school in-person, it is important to prepare for the possibility of virtual learning if school closes or if your child becomes exposed to COVID-19 and needs to stay home.

• **LIMITING STUDENT TRAVEL** during the school day to other parts/rooms of the school will be practiced to support the overall health and safety effort. To the extent possible, faculty will rotate to classrooms and students will stay in a relatively fixed location throughout the school day. Specialized instruction will occur as feasible in other instructional spaces.
• **SCHOOL VISITORS** will be strictly limited during the period of pandemic and recovery to start the school year and the use of face coverings will be strictly enforced. This will help better safeguard school building occupants.

• **PARENT MEETINGS & EVENTS**: i.e. conferences, volunteerism, and back-to-school nights, will occur virtually during the pandemic and recovery period in order to help mitigate the spread of COVID-19.

• **CLEANING AND DISINFECTING** protocols will be in effect as developed and implemented by the Facilities Manager and the Custodial Teams.

• **BOARD OF HEALTH, SCHOOL MEDICAL INSPECTOR and WTS** will continue their positive working relationship throughout the pandemic and recovery period.

• **FACILITIES USE** by community groups will be suspended to start the school year in order to mitigate the potential spread of COVID-19. The District will notify the leaders of such groups and will revisit the suspension in late fall. Community group leaders will be informed at that time as to whether the suspension is lifted or continued.

• **VISUAL MARKERS/SIGNAGE**: Recognizing the need for physical distancing and community safety, school campuses will be outfitted with visual markers to identify traffic patterns, healthy distancing, and building-specific mechanisms to mitigate viral spread.

• **POTENTIAL ACCOMMODATIONS FOR STAFF** to facilitate their return to in-person learning and operations will be considered as will possible opportunities for telework if at a higher risk for severe illness.

• **COVID-19 RESPONSE PROTOCOLS**
  - **FOR STUDENTS AND STAFF PRESENTING SYMPTOMS:**
    - The School Nurse will see the individual immediately for medical evaluation. It is important to note that a person’s disposition is dependent upon their clinical symptoms (individuals may have various conditions, not necessarily significant to diagnosis of COVID-19).
    - Individuals will be screened for the following symptoms:
      - Fever or chills
      - Cough
      - Shortness of breath or difficulty breathing
      - Fatigue
      - Muscle or body aches
      - Headache
      - New loss of taste or smell
      - Sore throat
      - Congestion or runny nose
      - Nausea or vomiting
      - Diarrhea
    - If COVID-19 is suspected the individual will be isolated and will don a mask. If the individual is a student, the parent will be contacted to pick the child up. The child would be referred to the family’s physician, if necessary, depending on guidance from the local health department and the school district medical inspector. Adults will also be sent home and referred to their primary care physician.
- District personnel will notify the Local Board of Health and the School Medical Inspector of any suspected cases of COVID-19 to determine appropriate course of action.

**CONFIRMED CASES OF COVID-19:** If the Washington Township School District becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the administration must immediately notify the Township’s Board of Health and the School Medical Inspector. Staff and families will also be notified. Confidentiality will be maintained at all times. Health officials will guide district officials in determining a course of action for either an individual school or the school district. The affected school will likely dismiss students and staff for a determined number of days and remote “at-home” learning will occur. This initial short-term dismissal allows time for local health officials to gain a better understanding of the COVID-19 situation impacting the school and for the custodial staff to clean and disinfect the affected facility. The period of dismissal will enable district officials to determine appropriate “next steps” in consultation with health officials. This may include an extended period of school closure depending on the situation at hand.

**CONTACT TRACING:** Contact tracing is the process of identifying, notifying, and monitoring anyone who came in close contact with an individual who tested positive for COVID-19 while they were infectious. 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. Contact tracing for COVID-19 typically involves:

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

**IMPORTANT NOTE:** Protocols are continuing to be developed in collaboration with the Washington Township Board of Health, including guidelines for quarantining. Planning includes accounting for shifts in guidance or release of new information from the Centers for Disease Control.

**LENS 2: MENTAL HEALTH/WELL-BEING** *(CONDITIONS FOR LEARNING - SOCIAL/EMOTIONAL NEEDS)*

**SUPPORTING STUDENTS:** School mental health professionals play a vital role in meeting the social-emotional, behavioral, and mental health needs of students. Due to the residual effects of the global pandemic, an increasing number of students may need supports, including many who were successful before the COVID-19 pandemic and who are not typically considered as at-risk. Given these emerging needs, school mental health professionals will serve as leaders in helping schools focus on universal supports to start the new school year. Much consideration will be given to how class-wide and school-wide intervention approaches can help support student mental health functioning as students are welcomed back to school on September 1. Universal supports designed to support the children’s well-beings will be in place to start the new school year (planning meetings forthcoming):
• Strategies that promote strong connections with students and strategies that work to increase their positive habits (e.g. social connections, self-care strategies) and decrease negative responses (e.g. fear, anxiety).

• Events designed to help children feel physically and emotionally safe at school.

• Lessons that help children understand the feelings/emotions people may experience during a public health crisis.

• Activities that serve to strengthen student skills around emotion regulation and promote student help-seeking behaviors.

These foundational skills will be necessary to promote healthy student behavioral functioning. Once the reintegration back-to-school period has passed, school mental health professionals will be better able to apply more traditional interventions (both individual and small group focused) with students who require more personalized support.

⇒ IMPORTANT NOTE: There will be an overarching emphasis on reestablishing and nurturing positive school climates and cultures.

SUPPORTING SCHOOL STAFF: One of the primary goals of the Washington Township Schools’ reopening plan is to ensure that all staff - - instructional, clinical, operational, and administrative - - have the resources to feel safe and comfortable returning to the workplace. Elements of this staff support model include the following:

• Provide staff with professional learning focused on mitigating of the spread of COVID-19.

• Provide staff with the information, guidance, and professional learning necessary to support virtual instructional practices, health, and safety.

• Ensure that all staff receive personal protective equipment.

• Emphasize with staff the importance of the following essentials in supporting emotional/mental well-being: sufficient sleep; moderate exercise, proper nutrition, and whole health (physical, emotional, spiritual, and relational).

• Working with staff members who may need accommodations to return to in-person learning and operations.

• Support accessing emergency leave, Families First Coronavirus Response Act (FFCRA), and other related Benefits as warranted.

• Prior to the start of school, teachers will be given time and training support to set up their online learning platforms and websites.

• ⇒ IMPORTANT SECURITY NOTE: All entry and outside doors must be closed and secured at all times!

> LEанс 3: FACILITIES {CONDITIONS FOR LEARNING - FACILITIES & CLEANING PRACTICES}

The Washington Township School district recognizes that the care and cleaning of our school buildings is a critical component to opening our schools for in-person instruction. As such, all cleaning practices and procedures will be done following CDC guidelines, incorporating additional guidance from the federal EPA, state agencies and other national facility organizations.
**FACILITIES & OPERATIONS:**

- All heating and ventilation systems (HVAC) will be programmed to increase airflow to the maximum amount possible. Windows will be open as practical to increase air flow as needed. Classroom and office doors will remain open and bathroom doors will remain open when possible. Routine maintenance of all HVAC systems will be enhanced to ensure they are operating at optimal levels. The use of drinking fountains will be restricted; however, the use of water bottle fillers will be permitted.

- Appropriate signage will be installed to provide for safe passage throughout the facilities and to remind of the requirement for social distancing.

- Access to all buildings will be restricted to district personnel and students only.

- Hand sanitizer (FDA-Approved) will be provided at all school entrances and throughout buildings.

- Handwashing reminder signs to be placed by all sinks as well as adequate supplies of soap and paper towels.

**FACILITY CLEANING PRACTICES:**

- The district has enhanced its existing cleaning protocols to reflect the most current Centers for Disease Control and Prevention guidelines.

- Appropriate supplies, equipment and training will be provided to the custodial staff to ensure that the district's enhanced cleaning protocols will be executed. Additional equipment purchased includes electrostatic sprayers, room foggers and UV technology. All disinfectants utilized will be in accordance with the EPA registered list.

- The District will increase the frequency of cleaning and disinfecting of all high touch point areas. These areas include:
  - Classroom desks and chairs
  - Door handles and push plates
  - Handrails
  - Bathrooms
  - Light Switches
  - Handles on equipment
  - Desktops
  - Tables
  - School bus seats and windows
  - Playground equipment
  - Instructional materials
  - Telephones
  - Elevator buttons

- Bathrooms will be sanitized multiple times per day.
Providing children with a safe school bus experience remains a top priority for the Washington Township Schools. To address the challenges of transporting students amid the pandemic, the following protocols are in effect to help protect the health and safety of both students and personnel:

- Training on newly established COVID-19 health and safety protocols will be provided to all members of the Transportation Team.
- In order to optimize student and driver safety, all students and drivers will be required to wear face coverings while on the bus. This is especially necessary since social distancing is not feasible due to the size limitations of the school bus construction and the need for student transportation.
- There will be 1 student per seat, with siblings sitting together.
- Socialization on the bus will not be feasible due to seating restrictions. Students must sit as close to the window as possible (drivers will open some windows to promote improved ventilation, weather permitting).
- When boarding the bus at bus stops, students will be seated starting in the rear of the bus, regardless of grade level.
- Students should NOT carry any items with them and both hands should be free to use handrails. Students will be required to use hand sanitizer upon entry to the school bus as provided by the District.
- Other than the handrail and their seat belt, students should not touch any other part of the bus.
- Parents will NOT be allowed to board buses to assist their children with their seat belts. Students must be able to buckle and unbuckle their own seat belt. Drivers may provide limited assistance as necessary and would need to move the bus to a safe position on the side of the road before providing assistance.
- Drivers will wear face coverings while students are on board.
- Loading the bus at the school in the PM, students will be assigned seats based on the order of stops on the route with the last stop sitting in the rear of the bus, moving forward to the first stop sitting in the front of the bus, again regardless of grade level.
- Unloading the bus will start with the students seated closest to the front of the bus at all times.
- Students should refrain from non-emergency conversations with the driver during loading or unloading. Friendly greetings are always encouraged!
- Drivers will sanitize their hands upon entry to the bus each day.
- Drivers will open some windows and roof hatches to promote ventilation, weather permitting.
- Custodial staff will disinfect the bus after each route - this will require extra time (approximately 10 minutes) and buses may be delayed. Depending on the length of the anticipated delay, delays will be posted on the Bus Delays page of the WT District Website at the discretion of the Transportation Supervisor.
Access to Technology for All Students and Teachers: The Washington Township School District designed a plan to ensure that every teacher and student has access to a device and internet connectivity. The district prioritized the provision of technology for all teachers and students who are otherwise without access and, as a result, has addressed the technology needs for teaching and learning in all environments - in person, hybrid, and remote.

Determining Technology Needs: As a result of a district wide survey, WTS was able to determine the needs of parents and staff with regard to technology devices and internet connectivity. The results of the survey informed District purchasing decisions and supplementary technology devices (Chromebooks) were ordered. The district currently has an inventory of hotspots that will be provided to staff members and families in need of internet connectivity.

Chromebook Distribution: Teachers and students will receive technology in a scheduled pick up model prior to the start of the 2020-2021 school year whether the District is in a hybrid or remote learning model. In the A/B Two-Day Rotation Model, WTS will distribute Chromebook devices at least two days prior to the first day of school in order to facilitate virtual classroom walk-throughs prior to the children’s first day. The Washington Township’s ACCEPTABLE USE OF COMPUTER NETWORKS/ COMPUTERS AND RESOURCES remains in effect for the 2020-21 school year.

Technology Enhancements: As a priority to ensure the district has the necessary technology for remote, hybrid and in-school instructional environments, the district purchased additional Chromebooks, projectors, and technology equipment. In addition, and in accordance with the online learning bandwidth recommendations from the Federal Communications Commission (FCC) & Education SuperHighway (ESH) K-12, WTS upgraded to 1Gbps which is (1000Mbps, or 1000 Megabits per second) and equates to 4.5 Mbps (Megabits per second) per student. The upgrade will facilitate Google Meets into the home based on the district’s Two-Day Rotating hybrid instructional model. Knowing that the total number of users on a home network may impact network performance, the district is prepared to provide hotspots to teachers and students.

Learning and Management Tools: Oncourse is the Learning Management System for the Washington Township Schools. It provides the backdrop of student information. For instruction in all environments, the district uses G-Suite, Zoom, KAMI, Screencastify, Edulastic, SeeSaw, Brainpop and other online programs. The district purchased programs to support all instructional models to teach and assess learning. The platforms and programs allow for data-informed planning, assignment completion, and assessment. These platforms and online programs are familiar to the teachers, students and families as they were previously used during the 2019-20 school year. Such platforms and programs will be used in remote, hybrid and in-school learning environments during the 2020-21 school year.

Professional Development: The Washington Township Schools provided training and/or technical assistance to teachers, parents/guardians and students during the 2019-20 school year. Prior to the start of school, teachers will be given time and training support to set up their online learning platforms and websites. The district has partnered with instructional technology trainers from the University of Pennsylvania and the Kiker Learning Group to train teachers on the proven technologies to support all learning environments- in-school, hybrid and remote. Also, the district’s technology and Google certified staff will help to support the instructional needs of the teachers throughout the year. Therefore, ongoing job-embedded, technology-based learning methods are planned for the 2020-21 school year. Supports are available for family members who are limited English proficient or have a child with a learning disability by appropriate and specific staff members who have been trained via our Professional Development model.
LENS 6: COMMUNICATIONS & GOVERNANCE (LEADERSHIP & PLANNING)

The Washington Township Schools’ Leadership Team has been engaged in school reopening planning exercises since May of 2020. Prior to Governor Murphy’s reopening announcement, school leaders began examining school reopening through seven distinct lenses: Physical Health; Mental Health/Well-being; Instruction/School Operations; transportation; Facilities; Technology; and Communications/Governance.

Reopening planning efforts have been shared with the Board of Education by way of the Board’s committee meeting structure, email communication, Board of Education meetings, and school-home communications. Ongoing communication assists the Board in its decision-making process, promoting high-functioning governance during a most unprecedented time for school districts.

Communications with the WTS faculty and staff have been regular and ongoing and have included Google Meets, email communications, and school-home communications. In addition, school leaders have established Faculty Focus Groups to assist with designing and refining plan implementation strategies/protocols at each of the District’s four school campuses.

School-home communications have been issued to parents and guardians to keep families aware of State decisions and school district planning efforts relative to the reopening. WTS uses the Schoolwires BlackBoard Communication System to communicate information bulletins directly to families via telephone, email, text, and the District homepage.

In addition to surveys conducted by the District (parents, faculty, and staff), a Key Communicators ~ WTS School Reopening ‘20 stakeholder group was formed. The group is composed of key leaders within Washington Township - - essentially the connectors within our community. The purpose of this communication network is to create a vehicle for expressing concerns members might be hearing and to provide Key Communicators with correct and timely information about the most critical issue facing our school district - - the reopening of our children’s schools.

WASHINGTON TOWNSHIP SCHOOLS
THE STATE’S GUIDANCE & WTS’ 7-LENS APPROACH ... “PERFECT TOGETHER”

ELEMENTARY SCHOOLS: KEY INFORMATION
PREK- GRADE 5 FAMILIES AND FACULTY/staff
😊 Welcoming YOU Back to the New School Year! 😊

LENS 7: INSTRUCTION AND SCHOOL OPERATIONS (CONDITIONS FOR/CONTINUITY OF LEARNING)

INTRODUCTION:

The children will be welcomed back to school on Tuesday, September 1. A 2-day Rotating A/B Schedule will be in effect. Students will be attending school for full days, every other day, to start the school year with the exception of Mondays, which will be a remote “at-home” learning day for all children. This will enable WTS to mitigate risk to the
buildings’ occupants; better monitor the wellness of students, staff, and faculty; meet the current social distancing requirement of 6 feet; and adhere to the District’s two overarching reopening goals: Health & Safety and Instructional Continuity. New Jersey’ Full-Day Remote Option for Families is also in effect.

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HIGHLIGHTS:
- **CONTINUITY OF INSTRUCTION**
- **Set “Day of the Week” Schedule for Parents and Teachers**
- **Improved Management of CDC Health/Hygiene Guidelines**
- **Live Instruction for All Children**
- **An All Remote Learning Day (Virtual Mondays) in the Event This Becomes the Model Due to the Pandemic.**
- **Common Schedules for Siblings**

Using the District’s technology infrastructure, students not physically present in school on any given day will be connected to their classroom via the District’s rich technology infrastructure. The A/B 2-Day Rotating Schedule allows WTS to provide a safer environment for in-person learning, complying with the required standards identified in the New Jersey Department of Education’s The Road Back guidance, while allowing all elementary school children to continue to learn from home by participating in the live stream emanating from their classrooms. WTS’ reopening plan provides students live contact with, and real time accessibility to, their teachers each school day. This will serve to foster feelings of connectedness, capability, and confidence on the part of our young learners, which will be ever so critical this school year considering the reality that a complete school closure could occur depending on the landscape of the current pandemic. Our approach allows us to accomplish the following:

- In-person learning Tuesday through Friday for students whose special education needs are addressed in specialized, self-contained classroom settings.

- Each classroom population will essentially be divided in half. Students will be grouped to achieve two heterogeneous, gender-balanced cohorts for each classroom to the greatest extent possible.
  - K-8 siblings will attend on the same day to assist parents with their work schedules.

- Students will attend in their A/B classroom cohort allowing for social distancing requirements, manageable cohort sizes, and a reasonable number of students with whom to socialize during in-person school days.

- Classrooms will primarily remain in place throughout the course of the school day (including lunch), with the exception of outdoor recess when possible. This will serve to mitigate the spread of COVID-19.

- Students will receive Specials classes in the classroom on a Quint Schedule (36 days per subject are of Art, Library/Technology, Music, Physical Education, Health, and Spanish). This practice will greatly reduce the number of students special subject area teachers would have in class on a weekly basis.

- Social and emotional learning will be integrated throughout the school day as a key component of whole-child growth and development, and essential to supporting children during the pandemic period.

- Expectations for elementary learners who are at home will be the same as for those in the classroom. Attendance will be taken each day based on the District’s standard attendance procedures regardless of
whether children are learning on-site or remotely. **It is important for all children to be on time to school, remotely and in-person!**

- In the event school buildings are forced to close, remote “at-home” learning shall begin for all students. Student presence and evidence of student learning daily, both in the AM and the PM, will count as being present. Expectations for remote learning will be consistent with those for the hybrid model.
- Best Practices and specific expectations for instruction will be shared with instructional staff in a separate document.

**ELEMENTARY SCHOOL LOGISTICS & OPERATIONS**

- **Student Arrival/Departure**
  - Recognizing the likelihood that more students will be transported to school, daily, by their parents, the elementary schools are restructuring “drop-off” and “pick-up” mechanisms to accommodate increased traffic flow.
  - New procedures, including times, locations and procedures that permit health screenings of all students entering the school will be outlined in full once actual populations of bus and parent-transport students are identified.
  - Upon arrival, students will undergo temperature screenings and will then enter their schools under the direction of school personnel. Social distancing will be reinforced and monitored.
  - At the close of the school day, mechanisms for students being picked up by a parent will be orchestrated by each school.
  - Both face coverings (cloth and shield) must be worn at dismissal. This not only serves as a safety measure but, also, a visual check to ensure that children are departing with their personal protective equipment.

- **The Master Schedule:** Each school building will have a master schedule for a full-day of learning including the specials, lunch, and recess.

- **The School Day:** In the elementary hybrid A/B model of in-person and live streaming from the classroom, all students will follow the hybrid learning master schedule, which includes the activities of a typical day of school - academic blocks, specials class daily, recess, and lunch.

- **Lunch and Recess:** In order to reduce the spread of illness, lunch will be served primarily inside the classrooms or in areas designated by the Principal where social distancing and cleaning/disinfecting can be achieved. Children can continue to bring their own lunch to school each day. A lunch option will continue to be provided by the District’s food service vendor, Sodexo. Recess will be staggered by groups with specifically defined play areas for each group.

- **Student and Staff Pedestrian Traffic Flow:** Each school building will have plans for site-specific student flow, entry/exit, and arrival/dismissal procedures, accounting for additional time for each.

- **Wellness & Temperature Checks:** Schools will conduct student and staff arrival screening protocols consistent with the **Wellness & Temperature Checks** protocols outlined in the **LENS I: PHYSICAL HEALTH** section of this plan. Respect and dignity of all children and staff will be maintained at all times.

- **Clarity in Expectations to Support Student Learning & Development:**
- **Expectations for Remote and In-Person Learning** will be communicated so as to promote a global understanding of student expectations whether WTS is in a Hybrid, Distance, or In-Person Learning model:
  - Expectations for Attendance
  - Expectations for Work Submission/Class Participation
  - Overview of Performance Reporting Mechanisms (Grading/Reporting of Progress)

- **Supporting the “Whole” Child: SUPPORTING STUDENTS:** Elementary school mental health professionals will play an even greater role in meeting the social-emotional, behavioral, and mental health needs of students beginning in the new school year. Recognizing that children may need additional support upon returning to schools that have been closed since mid March, school mental health professionals will serve as leaders in helping schools focus on universal supports to start the new school year. Supports will reflect the following:
  - Strategies that promote strong connections with students and strategies that work to increase their positive habits (e.g., social connections, self-care strategies) and decrease negative responses (e.g., fear, anxiety).
  - Events designed to help children feel physically and emotionally safe at school.
  - Lessons that help children understand the feelings/emotions people may experience during a public health crisis.
  - Activities that serve to strengthen student skills around emotion regulation and promote student help-seeking behaviors.
  - There will be an overarching emphasis on reestablishing and nurturing positive school climates and cultures.

- **Parent Events/Meetings/Activities:** Events for students and parents prior to the school year such as bus safety orientation and classroom walkthroughs will be done virtually. Back-to-School Nights and parent meetings will also be done virtually.
  - Assemblies by outside vendors and field trips are not permitted at this time.
  - Volunteerism during the school day will be put on hold during the period of pandemic and recovery.

**DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES**

- In the elementary hybrid A/B model of in-person and live streaming from the classroom, all students will follow the hybrid learning master schedule, which includes the activities of a typical day of school - academic blocks, specials class daily, recess, and lunch.
  - Students regarded as having significant cognitive, language, and behavioral needs will attend school in-person each day (Preschool Disabled, LLD, SLLD, and STARS program students).
  - Students who participate in In-Class Resource and Resource Room programs will participate in the A/B hybrid model with their general education peers.
  - Students will participate in social-emotional learning morning meetings or community building circles with their general education peers.
  - In-Class Resource students will follow the daily in-person/live streaming schedule and learning program of their content area teacher(s).
Students who receive instruction in the Resource Room will follow the daily in-person/live streaming schedule of their general education homeroom teacher and resource room teacher(s).

**Strategies and Considerations**

- Teachers remain in close communication with parents. Best efforts will be made to make communication clear and concise, with the teacher’s Google Classroom serving as the learning ‘hub’ for easy access by student and parent.

- When students are participating in school from home, emphasize structure, routine, activities that resemble the school day. It is important for parents to establish a home learning environment that is conducive to learning. Create a designated learning space at home. Organize learning materials and designate a common area for learning. Empower children to have a voice in the design and set up of the space ... PRICELESS!

- Faculty should work together to evaluate which IEP goals are achievable in the home environment, and then work with families to break learning targets into manageable benchmarks.

- Related services such as occupational, physical, speech, and applied behavioral analysis therapies will be provided in-person to the greatest extent possible.

- Teachers will emphasize effective and efficient organization, developing individual systems as necessary to manage materials between school and the home setting.

- Teachers will use various assessments such as running records, math program pre-assessments, and the NWEA MAP assessment data of first and second graders to gather data on present levels of student learning.

- Child Study Teams will develop procedures to continue and complete evaluations to determine eligibility for special services.

- Child Study Teams will monitor student progress toward meeting IEP goals and objectives, and make adjustments to Individualized Education Plans (IEPs) as appropriate for the individual.

- Students with Individualized Education Plans (IEPs) will receive small group and individual instruction in both the school and at home setting. Special education teachers will be available for additional support within reason.

- If provided: Students will have access to ‘help desk’ supports when learning at home. Staff at the help desk will likely not be the classroom teacher.

- Technology skills necessary at home will be integrated throughout the in-person learning experience at each grade level to support student independence.

- Students will be encouraged to express their understanding of curricular content and concepts using a variety of means.

- Teachers will be encouraged to create short videos of lessons with important reminders of common mistakes and successful strategies, allowing students to refer frequently to the video if necessary.
Teachers will employ various strategies of differentiated instruction in the school and home settings to help students be successful.

Students have the opportunity to be supported at home with additional time from available staff and instructional support aides, as appropriate.

TECHNOLOGY AND CONNECTIVITY

- All students will be issued a Chromebook. Students in grades 3 - 5 will travel to and from school daily with their devices. K-2 students will keep their Chromebooks at home.
  - Student Chromebooks will be distributed prior to the start of the school year to allow students to attend virtual walk-throughs of their classroom prior to the first day of school.
- All faculty will be issued a new 14” screen Chromebook.
- Children, parents, and faculty will be provided opportunities to learn the necessary Chromebook skills to manage the digital learning expected.
- Faculty will be provided with several of the Chrome extension tools that were offered for free in the spring, and now purchased by the district such as Kami and Screencastify Premium.
- The district will provide internet hotspots to households and faculty in need of such devices.
- Teachers will have access to all previous district subscriptions to RAZ Kids, Everyday Math Online, Capstone e-books, and the G-Suite of productivity applications and tools.

CURRICULUM, INSTRUCTION, AND ASSESSMENTS

- Elementary teachers will be expected to continue where they finished the school year providing daily contact with their students and providing engaging learning opportunities.
- Expectations for Best Practices of a hybrid approach to learning at the elementary level are as follows:
  - Begin with addressing student social-emotional needs, organization of the learning environment and setting expectations in every lesson and interaction
    - Build in structures to keep students interacting with each other and with you
    - Establishing routines and protocols before digging deeply into content, and giving extra energy to rekindling culture and relationships
    - Maintaining flexibility with deadlines, keep lines of communication open with parents and students to avoid misunderstandings
    - Draw up a list of expectations for workloads, deadlines, formats, access, and other concerns.
- Make students aware of your Learning Hub (Google Classroom, etc) and where all of your information and links can be found
  - Have one clear channel for sending out announcements and messages, and limit them. Parents and students will have one place to look for important information. The ‘hub’ should be clean, simple, easy to navigate, and updated regularly so that all users can count on the information being current.
- Make students aware of how and when you expect them to submit evidence of learning and assessments.
- Best practices of remote pedagogy and learning are a combination of asynchronous and synchronous learning, being mindful of developmentally appropriate periods of screen time:
Plan ways to generate student interest during remote sessions. Give students multiple modes of intake:

- readings - G-Docs, G-Slides, e-books, PDFs, websites;
- videos - teacher-created, Khan, reputable YouTube channels - Nat Geo, History Channel, museum sites, etc;
- audio - Listenwise, voice recording app
- Interactive - Google Tour; Genially

Have students demonstrate learning with multiple mediums

- G-Slides, G-docs, G-forms for exit tickets, G-sites, etc
- Book Creator, Google Tour Builder, Piktochart, Anchor, GooseChase; create a sketchnote, Flipgrid, Stop Motion Studio, Weebly, Wix

Add interactive activities that encourage student participation. A program like Flipgrid creates videos that use a social media-like platform to give each student a voice. Leverage simulations and short remote student learning games too, like the ones available from cK-12.org. Or make short whiteboard videos and explainer videos that students can comment on.

- GoGuardian in grades 4 & 5

Keep videos short. Research suggests the best length for engaging videos is 5 minutes, with a max of 15 minutes. Avoid “data fatigue” by breaking up longer lessons into 5-minute chunks.

Remote learning should allow for frequent back-and-forth. Have a way for students to ask questions and raise comments and concerns. Regular video chats can help.

Upper elementary students are very familiar with text communication, so use that to your advantage. Consider utilizing a remote learning message board.

National Board of Professional Teaching Standards which say that elementary students should have 1-2 hours a day of online instruction.

Encouraged to use a 5Es instructional model appropriately for student development levels for longer term assignments and learning activities

- Consider use of PBL projects as well

Provide students individual feedback on their evidence of learning

- School administrators are currently addressing professional learning needs as part of teacher learning exercises planned for late August.

EXPECTATIONS FOR FACULTY

Health/Safety/Well-Being

- Maintain social-distancing in the classroom as feasible. If children are in close proximity for an activity, just remember they will be wearing a face covering.
- Be sure to wear your face covering when in the presence of children and other adults.
- Keep hands clean ... yours and the children’s!
- Support school building safety logistics.
- Head outdoors for face covering breaks!
- Focus on Social/Emotional Learning throughout the day. Morning Meeting is a terrific vehicle to support children’s connections to the classroom, their classmates, and their teacher!
**Instructional Components**

- Faculty will connect with their students in real time as students will be connected to their classrooms via the District’s robust technology platform.

- Children are to actively participate in the daily activities/lessons of the classroom based on the classroom’s/device’s integrated camera and microphone components.

- All students will participate in live instruction for mini-lessons, small group and/or whole class activities planned by the teacher during their instructional blocks/periods in addition to their specials/related arts classes.

- Special education programming will reflect the current array of program options. Related services will be delivered in person to the greatest extent possible.

- Faculty will monitor student attendance as it is be expected that students arrive at their classroom on time through Google Meet when not present at school.

- Students and their teachers are required to keep the camera on so that teachers can connect, support remote learning, monitor pupil progress and remain aware of the social emotional needs of students.

- While at home, elementary students will continue to participate in a Morning Meeting to support their connection to the classroom and to their classmates.

- All WTS Teachers will maintain Google Classroom for all student interaction.
  - Google Meet for live sessions
  - Google Meet information sent to students prior to class

- Maintain websites - minimize for parent convenience and refer to Google classroom.

- Maintain curriculum expectations and pacing based on the New Jersey Student Learning Standards.

- Utilize the WTS report card indicators and expectations for learning.

- Develop predictable routines and structures while maintaining student engagement through varied instructional strategies and modalities.

- Best practices of remote pedagogy and learning are a combination of asynchronous and synchronous learning, being mindful of developmentally appropriate periods of screen time.

- Plan ways to ramp up student interest during all remote sessions. Give students multiple modes of intake, such as, but not limited to:
  - readings - G-Docs, G-Slides, e-books, PDFs, websites
  - videos - teacher-created, Khan, reputable YouTube channels
  - audio - Listenwise, voice recording app
  - Interactive – [Google Tour](#)

- Have students demonstrate learning with multiple mediums. Some suggestions are:
  - G-Slides, G-docs, G-forms for exit tickets, G-sites, etc.
    - [Flipgrid](#)
  - Goguardian grades 4-5

- Maintain contact with families - 48 hours weekday response to email/phone calls is reasonable.
WASHINGTON TOWNSHIP SCHOOLS
THE STATE’S GUIDANCE & WTS’ 7-LENS APPROACH ... “PERFECT TOGETHER

MIDDLE SCHOOL: KEY INFORMATION
GRADERS 6 - 8 FAMILIES AND FACULTY/STAFF
😊 Welcoming YOU Back to the New School Year! 😊

> LENS 7: INSTRUCTION AND SCHOOL OPERATIONS (CONDITIONS FOR LEARNING & CONTINUITY OF LEARNING)

PREMISE – Mr. Mark S. Ippolito, Principal

From March 17 through the close of the 2019-2020 Academic Year, schools (K-12 and higher education) found themselves immersed in response to an emergent global health crisis. With little preparation, and even less experience, the Long Valley Middle School professional community rose to the challenge in creative and innovative ways. Leaning on platforms already heavily in use in brick and mortar classrooms, our LVMS Professionals adopted distance learning frameworks and mechanisms that maintained the continuity of learning for the students in our charge. They adapted seamlessly in our overarching attention to the “whole child,” adhering to programs focused on the Social, Emotional, Physical, and Academic needs of our adolescent learners.

Now, with the benefit of this experience, we are preparing to approach the new year with refinements to our delivery models, structures to support assessment and accountability, and - perhaps more so than any year prior - with attention, first and foremost, on the social-emotional needs of our students. Through our comprehensive review of the available literature this summer, and by virtue of the experiences gained that are common to schools across the nation, we are poised to proceed in developing mechanisms and procedures that will enable our students, in some fashion, to resume their schooling in the classrooms where they belong.

Most recently, the American Academy of Pediatrics has (informally) offered a position which suggests that the harms of students learning in isolation could have greater deleterious impact on the development of our young learned than the risk of contagion, itself. Likewise, the AAP acknowledges the important roles schools play “in addressing racial and social inequity.” The AAP continues, “Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. As such, it is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations.” In that way, their recommendation strongly supports a return to school in as broad a capacity as can be achieved within localized constraints and the unique needs of communities and students.

Our planning is developed, per expectations outlined in the NJDOE document “The Road Back” (TRB), to account for a vast spectrum of learning environments and educational needs - from full-time, in-person attendance at school to full closure as experienced at the close of the 2019-2020 academic year, with attention to all varieties of hybrid models in between.

LOGISTICS & OPERATIONS

The School Day:
LVMS students will be welcomed back to school on Tuesday, September 1. A 2-day Rotating A/B Schedule will be in effect. Students will be attending school for full days, every other day, to start the school year with the exception of Mondays which will be a remote “at-home” learning day for all learners. This will enable WTS to mitigate risk to the buildings’ occupants; better monitor the wellness of students, staff, and faculty; meet the current social distancing
requirement of 6 feet; and adhere to the District’s two overarching reopening goals: health & safety, and instructional continuity. New Jersey’ Full-Day Remote Option for Families is also in effect.

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HIGHLIGHTS:
- **CONTINUITY OF INSTRUCTION**
- **Set “day of the week” schedule for parents and teachers**
- **Improved management of CDC health/hygiene guidelines**
- **Live instruction for all children**
- **An all remote learning day (Virtual Mondays) in the event this becomes the model due to the pandemic.**
- **Common schedules for siblings**

- **Student Arrival/Departure**
  - Recognizing the likelihood that more students will be transported to school, daily, by their parents, the Long Valley Middle School is restructuring “drop-off” and “pick-up” mechanisms to accommodate increased traffic flow.
  - New procedures, including times, locations and procedures that permit health screenings of all students entering the school will be outlined in full once actual populations of bus and parent-transport students are identified.
  - Using “the gravel lot,” and with the support of the school’s SRO and the LVMS Lead Teacher, students transported by parents will be escorted into the building in a manner that supports proper physical distancing and screening of students.
  - At dismissal, all students will wear both face coverings (cloth and shield). This not only serves as a safety measure but, also, as a visual check to ensure that children are departing with their personal protective equipment.
  - Students awaiting parent pickup will be assembled in the North Wing gymnasium, also physically distanced (and wearing face coverings), to be dismissed outdoors to be picked up by their parents.

- **Wellness & Temperature Checks**
  - Schools will conduct student and staff arrival screening protocols consistent with the Wellness & Temperature Checks protocols outlined in the LENS I: Physical Health section of this plan.
  - Respect and dignity of all children and staff will be maintained at all times.

- **LVMS Campus & Facility**
  - Recognizing the need for physical distancing and community safety, the LVMS Campus will be outfitted with visual markers to identify traffic patterns, healthy distancing, and building-specific mechanisms to mitigate viral spread.
  - Classroom teachers will utilize outdoor spaces, as available and permissible by weather, to afford LVMS Community Members (students & staff) opportunities to secure additional space and ‘distancing,’ take ‘face covering breaks,’ and learn out of doors.

- **Technology And Connectivity**
All students will be issued a Chromebook computer. Students will travel between school and home with their technology devices. Student Chromebooks will be distributed prior to the start of the school year. Students must exercise care and responsibility when handling, transporting, and storing their personal devices.

All faculty will be issued a new 14” screen Chromebook. Faculty must exercise care and responsibility when handling, transporting, and storing their personal devices.

WTS will provide internet hotspots to households in need (and to faculty in need in the event of a school closure).

The Instructional Schedule

The LVMS Master Schedule will be revised to accommodate the anticipated extension of arrival/dismissal procedures, and to facilitate hygiene procedures as outlined in the WTS reopening plan.

Students will adhere to a “cohort model” of class schedules, enabling them to remain with their cohort for the majority of the instructional day and mitigating contact/exposure to potential infection.

- Given the complexity of students’ needs, certain populations will transition to small cohorts or class periods as needed (i.e. Pre-Algebra/Algebra, Resource Center, Reading)
- Beyond unique needs, students will remain with their assigned ‘cohort’ to participate in all learning experiences in class groupings that facilitate physical distancing needs.
  - To meet physical distancing requirements within the square footage confines of the LVMS facility, students will engage in learning based on the District’s A/B 2-Day Rotating Model.
  - Regardless of their assigned A/B Cohort, students will be expected to “log-in” for the purposes of interacting, in real time, with classroom teachers daily.
    - On days when students are physically present on campus, LVMS professionals will capitalize on the pedagogies available for ‘brick and mortar’ learning modalities.
    - Likewise, during “remote learning days,” students will login at the start of every class period to interact with classroom teachers. Full-time Remote Learning Students will remain on the video link to participate in classroom activities along with their A-day/B-Day Cohort peers.
    - When students are working remotely, teachers will remain available, in real time, to deliver instruction and/or interact with students using a variety of technologies. (Google Suite, GoGuardian, etc.)

In-Person and Remote Learning Platforms

- **Google Classroom**: LVMS teachers will utilize Google Classroom as the central mechanism for delivering learning activities and warehousing resources for students - whether learning happens on campus or remotely.

- **GoGuardian**: The functionality of GoGuardian allows students and staff to interact via Chat mechanisms throughout remote or in-person learning experiences.
  - Even before the pandemic, GoGuardian had emerged as a central component in the repertoire of most LVMS staff members.
  - Chat mechanisms, coupled with the ability of teachers to directly review student work, has been a pivotal addition to the pedagogical approaches embraced and harnessed at LVMS. This platform has also been embraced by our adolescent learners as it aligns neatly
with their sensibilities, their development needs, and their emerging reliance of digital communications vehicles.

- Between March 2020 and the close of the school year, many LVMS Professionals reported markedly enhanced participation by students using chat modalities and functionality of the GoGuardian platform.

- **Ancillary Educational Platforms**
  - It is our goal, for the coming year, and regardless of where learning takes place (i.e. “on campus,” or “remotely”) that we identify platforms that enhance our instructional delivery model. There are a great many options for our students, but recognizing the challenges associated with navigating a wide array of platforms, Instructional Teams will be required to identify a “core set” of apps/software/sites to ameliorate feelings of being overwhelmed by students and parents, alike.
    - Screencastify has proven to be an instrumental tool to facilitate the delivery of direct instruction.
    - Edulastic remains a cornerstone of our system for benchmark and classroom assessments.
    - ExploreLearning Gizmos has proven to be an invaluable classroom tool for simulations, interactive learning experiences, and cooperative work models.
  - Additional online platforms may be utilized as needed.

- **Clarity in Expectations to Support Student Learning & Development:**
  - Expectations for Remote and In-Person Learning will be communicated throughout the LVMS Community (Parents, Students & Professional Staff) so that consistent understanding of the following areas can be set forth from our implementation of either Hybrid, Distance, or In-Person Learning models:
    - Expectations for Attendance
    - Expectations for Work Submission/Class Participation
    - Overview of Performance Reporting Mechanisms (Grading/Reporting of Progress)

- **Delivery of Special Education and Related Services**
  - In the hybrid Two-Day Rotating A/B Model of in-person and live streaming from the classroom, all students will follow the hybrid learning master schedule, which includes the activities of a typical day of school - academic blocks, specials class daily, recess, and lunch.
    - Students regarded as having significant cognitive, language, and behavioral needs will attend school in-person each day (Preschool Disabled, LLD, SLLD, and STARS program students).
    - Students who participate in In-Class Resource and Resource Room programs will participate in the A/B hybrid model with their general education peers.
    - Students will participate in social-emotional learning morning meetings or community building circles with their general education peers.
    - In-Class Resource students will follow the daily in-person/live streaming schedule and learning program of their content area teacher(s).
Students who receive instruction in the Resource Room will follow the daily in-person/live streaming schedule of their general education homeroom teacher and resource room teacher(s).

**EXPECTATIONS FOR FACULTY**

**Health/Safety/Well-Being**
- Maintain social-distancing in the classroom as feasible. If children are in close proximity for an activity, just remember they will be wearing a face covering.
- Be sure to wear your face covering when in the presence of children and other adults.
- Keep hands clean ... yours and the children’s!
- Support school building safety logistics.
- Head outdoors for face covering breaks!
- Focus on Social/Emotional Learning throughout the day. Morning Meeting is a terrific vehicle to support children’s connections to the classroom, their classmates, and their teacher!

**Instructional Components**
- Faculty will connect with their students in real time as students will be connected to their classrooms via the District’s robust technology platform.
- Children to actively participate in the daily activities/lessons of the classroom based on the classroom’s/device’s integrated camera and microphone components.
- All students will participate in live instruction for mini-lessons, small group and/or whole class activities planned by the teacher during their instructional blocks/periods in addition to their specials/related arts classes.
- Special education programming will reflect the current array of program options. Related services will be delivered in person to the greatest extent possible.
- Faculty will monitor student attendance as it is be expected that students arrive at their classroom on time through Google Meet when not present at school.
- Students and their teachers are required to keep the camera on so that teachers can connect, support remote learning, monitor pupil progress and remain aware of the social emotional needs of students.
- While at home, elementary students will continue to participate in a Morning Meeting to support their connection to the classroom and to their classmates.
- All WTS Teachers will maintain Google Classroom for all student interaction.
  - Google Meet for live sessions
  - Google Meet information sent to students prior to class
- Maintain websites - minimize for parent convenience and refer to Google classroom.
- Maintain curriculum expectations and pacing based on the New Jersey Student Learning Standards.
- Utilize the WTS report card indicators and expectations for learning.
- Develop predictable routines and structures while maintaining student engagement through varied instructional strategies and modalities.
- Best practices of remote pedagogy and learning are a combination of asynchronous and synchronous learning, being mindful of developmentally appropriate periods of screen time.

- Plan ways to ramp up student interest during all remote sessions. Give students multiple modes of intake, such as, but not limited to:
  - readings - G-Docs, G-Slides, e-books, PDFs, websites
  - videos - teacher-created, Khan, reputable YouTube channels
  - audio - Listenwise, voice recording app
  - Interactive – Google Tour

- Have students demonstrate learning with multiple mediums. Some suggestions are:
  - G-Slides, G-docs, G-forms for exit tickets, G-sites, etc.
  - Flipgrid
  - Goguardian grades 4-5

- Maintain contact with families - 48 hours weekday response to email/phone calls is reasonable.

- **The Whole Child @ LVMS**

  - The Long Valley School has long held and practiced from a foundation that presupposes that successful school experiences for emerging adolescents demand more than simply a rigorous curriculum and rich learning environment. Never before has the need to promote and support the overarching social and emotional and developmental needs of our adolescent learners been so pronounced and so vital to their wellness.

  Beginning prior to our re-open, the LVMS Professional Community has already engaged in discourse designed to frame new and emerging opportunities to promote student social-emotional development and health.

  - The **LVMS Team and Unit Leaders** will develop mechanisms and shared standards for welcoming students to a new school year, however that takes shape and looks, which will place, squarely at the forefront, the needs to develop connections, understand student affinities and dispositions, and attend to community-building and making connections between learner and teacher, learner and learner, and school and parent.
    - The LVMS Professional Community is committed to promoting a sense of belonging, community, and acceptance among all members of the school.
    - “Curriculum” will take a ‘back seat’ as we launch this school year so we can deploy time to the important activities that promote a healthy and dynamic environment that supports learning.
    - Our LVMS Wellness Team, School Counselors, and Child Study Teams will work cooperatively to identify occasions and mechanisms to deploy services and/or experience to continue to promote and develop the spirit of the Long Valley Middle School Panther Community.
    - Regular communications to students (and their parents) will serve as a central clearinghouse for “School Spirit” efforts, Information gathering, and an outlet for “student voice” in our emerging/evolving model for re-opening.
The School Counseling model will be evaluated to allow it to grow and evolve with needs that present throughout this period of non-traditional learning structures.

- **Parent Events/Meetings/Activities**: Events for students and parents prior to the school year such as bus safety orientation and classroom walkthroughs will be done virtually. Back-to-School Nights and parent meetings will also be done virtually.
  - Assemblies by outside vendors and field trips are not permitted at this time.
  - Volunteerism during the school day will be put on hold during the period of pandemic and recovery to mitigate the spread of COVID-19.

*Additional programming and operational details will be shared as Opening Day 2020 approaches!*
ADDENDUM 1

Overview of Full-Time Remote Learning Option

1. Procedures for Submitting Requests for Full-Time Remote Learning
   a. For parents/guardians who choose to have their child receive full-time remote learning, points of contact will be made via email. The email serves as the necessary documentation for transitioning from hybrid to full-time remote learning. The email must include the child’s name, grade, school, teacher, and bus information. Each point of contact will notify the principal within 24 hours for approval. Once approved, the point of contact will notify the parent, teacher and transportation office of the full-time remote learning start date.

   Points of Contact:
   BAC: Mrs. Stypulkoski, Secretary  email: dstypulkoski@wtschools.org
   FLOCK: Mrs. Summers, Secretary  email: msummers@wtschools.org
   KOSS: Mrs. Fichot, Secretary  email: lfichot@wtschools.org
   OFRS: Mrs. Domareki, Secretary  email: ddomareki@wtschools.org;
   LVMS: Mrs. Frost, Secretary  email: mfrost@wtschools.org

   b. For students with disabilities, the district’s special services department will determine if an IEP meeting or an amendment to a student’s IEP is needed for full-time remote learning. Upon satisfaction of these minimum procedures, the district must approve the student’s full-time remote learning request. Special attention will be given to PreK students during a transition to and from full-time remote learning.

   c. For parents/guardians who elect to transition their child from full-time remote learning to the hybrid model, the point of contact listed above should be contacted. Please note that it may take up to 14 days for the transition plan to be completed depending on the amount of requests made to a particular school.

2. Scope and Expectations of full-time Remote Learning
   a. Using G-Suite functionality, classroom teachers develop lessons and deliver the Washington Township Schools’ curricula aligned with New Jersey Student Learning Standards for daily instruction. Google Classroom will be used as the primary platform for remote learning activities.

   b. All Content Areas will maintain focus on relevant NJSLS activities aligned with curriculum goals and objectives.

   c. Faculty will monitor student attendance. It is expected that students arrive at their classroom on time through Google Meet.

   d. Predictable routines and structures are established while maintaining student engagement through varied instructional strategies and modalities.

   e. All students participate in live instruction for mini-lessons, small group, and/or whole class daily activities planned by the teacher during their instructional blocks/periods in addition to their specials/related arts classes.

   f. Learning activities and assessments may be administered via established Google Classroom infrastructure including: interactive reading/writing, video/online exploration and reflection, teacher-directed assignments and tasks, and collaborative student models. Best practices of
remote pedagogy and learning are a combination of asynchronous and synchronous learning, being mindful of developmentally appropriate periods of screen time.

g. Teachers will use various assessments such as but not limited to running records, math program pre-assessments, and the NWEA MAP assessment data.

h. Additional Online learning platforms include, but not limited to: Reading A-Z, Everyday Mathematics, Connected Mathematics, Foss Online, Quia, EduLastic, ExploreLearning Gizmos, Big Ideas, and BrainPop.

i. Provide students with multiple modes of instruction and assessment experiences, such as, but not limited to: G-Docs, G-Slides, e-books, PDFs, websites, videos, Khan, YouTube channels, Listenwise, Google Tour, G-Slides, G-docs, G-forms, G-sites, Flipgrid, KAMI, and GoGuardian.

3. Communication
   a. Faculty will connect with their students in real time.
   b. All WTS Teachers will maintain Google Classroom for all student interaction. Google Meet will be utilized for live sessions. Google Meet information will be sent to students prior to class.
   c. Students and their teachers are required to enable the camera during live instruction in order for teachers to connect, support remote learning, monitor pupil progress, and remain aware of the social emotional needs of students.
   d. Teachers should be available for online communication during the hours of instruction.
   e. Maintain contact with families - 48 hours weekday response to email/phone calls is reasonable.
   f. The district and/or each school will communicate with parents/guardians using the district’s communication platform (BlackBoard).

4. Scheduling of Instruction
   a. Online activities will be conducted daily according to the regular school schedule. They will be in both asynchronous and synchronous depending on the objectives and needs of the lesson.
   b. Teachers will post learning activities daily before the school day begins for access by students.
   c. Teachers may identify times when students can access them directly for review/reinstruction/clarification of expectations and content.

5. Delivery of Special Education, Related Services, and English as a Second Language (ESL)
   a. Special Education and English Language Learner programming will reflect the current array of program options. Related services will be delivered to the greatest extent possible.
   b. Students who participate in the In-Class Resource and Resource Room programs will participate when appropriate with their general education peers. Preschool Disabled, LLD, SLLD, STARS and Transitions program students will follow the schedule and instruction provided by their teacher.
   c. Students in the In-Class Resource and Resource Rooms will follow the daily live streaming schedule and learning program of their content area teacher(s).
   d. Child Study Teams will develop procedures to continue and complete evaluations to determine eligibility for special services.
e. Child Study Teams will monitor student progress toward meeting IEP goals and objectives, and make adjustments to Individualized Education Plans (IEPs) as appropriate for the individual.

f. Faculty should work together to evaluate which IEP goals are achievable in the home environment, and then work with families to break learning targets into manageable benchmarks.

g. Students will participate in social-emotional learning morning meetings or community building circles with their general education peers.

6. Conditions for Learning
   a. WTS will plan thoughtfully around the wellbeing of the students, staff, and faculty. School mental health professionals will serve as key resource people in coordinating the overall wellness effort.
   b. WTS will continue its implementation of MTSS (Multi-Tiered Systems of Support) in order to provide positive interventions and supports to children in the areas of mental wellness, academic success, and behavioral health.
   c. WTS will continue its participation in the Federal Free and Reduced Lunch program as a means of supporting children whose families are in need of this important service. Participation in the program will enable the District to provide nutritionally balanced meals to children each school day. The District is working with Sodexo to offer "to go" lunches for students to purchase for their "off campus learning days."
   d. In addition to providing children with direct supports emanating from inside the school setting, WTS will continue its tradition of supporting children and their families with interventions occurring outside the school setting. These supports will include mental health services, primary health and dental care, meals, and after-school childcare programs. WTS is in the process of exploring on-site full-day daycare for school-aged children residing in Washington Township and enrolled in the school district.

7. Strategies and Considerations
   a. When students are participating in school from home, emphasize structure, routine, activities that resemble the school day. It is important for parents to establish a home learning environment that is conducive to learning. Create a designated learning space at home. Organize learning materials and designate a common area for learning.
   b. Teachers will emphasize effective and efficient organization, developing individual systems as necessary to manage materials.
   c. Teachers may create short videos of lessons with important reminders of common mistakes and successful strategies, allowing students to refer frequently to the video if necessary.

8. Technology and Connectivity
   a. All students will be issued a Chromebook. Students in grades 3 - 5 will travel to and from school daily with their devices. K-2 students will keep their Chromebooks at home.
   b. Student Chromebooks will be distributed prior to the start of the school year to allow students to attend virtual walk-throughs of their classroom prior to the first day of school.
   c. All faculty will be issued a new 14” screen Chromebook.
   d. Children, parents, and faculty will be provided opportunities to learn the necessary Chromebook skills to manage the digital learning expected.
e. Faculty will be provided with several of the Chrome extension tools that were offered for free in the spring, and now purchased by the district such as Kami and Screencastify Premium.

f. The district will provide internet hotspots to households and faculty in need of such devices. Teachers will have access to all previous district subscriptions to RAZ Kids, Everyday Math Online, and the G-Suite of productivity applications and tools.