



Cherry Hill
PUBLIC SCHOOLS

WE RETURN TO LEARN PLAN

2020 - 2021 Academic Year Reopening Plan

In Compliance with *The Road Back:*

***The Restart and Recovery Plan for Education*
from The New Jersey Department of Education**

Adopted by the Cherry Hill Board of Education on

August 11, 2020

***Revised: August 21, 2020, September 1, 2020, September 3, 2020,
September 11, 2020, September 14, 2020***



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July 28, 2020

Dear Cherry Hill Public Schools Community,

The months since the District closed all school buildings and launched all learning online have been challenging indeed. Our staff, parents and students took on the Herculean task of continuing their roles in our school community while taking on additional roles necessitated by a pandemic that threatened public health in a scope beyond anything we have ever experienced. Under statewide stay-at-home orders, our teachers taught their students and their own children, innovating as they went along. Our parents became de facto teachers while trying to keep up with their own jobs or enduring the stress of a job loss or job furlough. Our students had to adjust to being cut off abruptly from the in-person interactions that are the highlights of the school experience – with friends, teammates and castmates, with teachers, with guidance counselors and principals, with support staff and bus drivers.

In the midst of the challenges and disappointments came story after story of determination and grit, and of taking the “lemons” of the situation and making “lemonade.” Our PTAs rose to the occasion to help make up for canceled end-of-the-year activities and celebrations. The CHEA stepped in to help provide banners and signs for our graduating seniors and 8th graders. Our students put together inspirational videos and speeches for their virtual graduation ceremonies. And in the aftermath of the horrific death of George Floyd, our community raised its voice to join the chorus of “NO MORE” and our own students, while still in the midst of online learning, organized a peaceful demonstration to change our District curriculum for the better. Their voices will continue to help guide our efforts to deepen the inclusion Black history in our curriculum and to dismantle racism at every level.

As I have said before, the Cherry Hill Public School District is a thriving and diverse community that serves as the heartbeat of Cherry Hill, NJ. I believe that the challenges of recent months, like the challenges of training for a marathon, have only strengthened that heartbeat. The challenges we’ve all faced are helping us build the endurance we need to continue to meet what’s ahead of us. Our focus now must be on supporting one another.

As we continue to inform you, our community, about our plans for the coming school year, I am confident I can count on you to be a positive example for our children. To show them that even in uncertain times, they can be certain we are here for them.

Some important terms and pieces of information in this document:

- Synchronous lessons occur live, with teacher and students meeting together online
- Asynchronous lessons do not occur live, they are created and posted in Google Classroom for retrieval by the student
- Attendance protocols and lesson access and retrieval will be defined in direct communication from schools and teachers
- Mondays are Collaborative Learning Days, no children will physically be in schools
- Tuesdays and Thursdays are Cohort A Days - at every level
- Wednesdays and Fridays are Cohort B Days - at every level

WE are one community. I thank you again for your tenacity, your voices and your support.

Sincerely,

Dr. Joseph N. Meloche
Superintendent, Cherry Hill Public Schools



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District Mission Statement

We shall provide all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all.

Strategic Goals 2020-2025

Building upon our strong foundations of academic excellence, inclusion, voice, and cultural proficiency, we will:

Student Wellness

Create frameworks of learning and supports for all students to develop the skills needed for social and emotional wellness.

Purpose & Passion

Develop highly engaging learner-centered experiences within an environment that promotes voice, choice, and passion for learning.

Connecting Beyond Our Classrooms

Provide resources, opportunities, and experiences for our students to connect to the world beyond their classrooms and to become informed and empathetic agents of change in the world.



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Introduction

Cherry Hill Public Schools (CHPS) is committed to providing a high-quality education for our students, in person or online, whether schools are open or closed. With guidance from the New Jersey Department of Education (NJDOE), our District has developed its WE Return to Learn Plan to ensure that learning and engagement opportunities for students continue.

We have approached this work with the health and safety of students, staff, and families as the number one priority. Thoughtful consideration was given to the guidelines as outlined by the Center for Disease Control, American Academy of Pediatrics, and the New Jersey Department of Education. We appreciate your understanding, patience, flexibility, and partnership in this process, as we adapt during these unprecedented times. It is our intention to continue to provide a comprehensive, high quality educational learning experience for students.

This outline of the CHPS WE Return to Learn Plan is a living document and may be adapted as circumstances impacting school closure, as well as federal and state guidance, evolve. We strive to be as transparent as possible regarding the District's plan for maintaining continuity of education during these unprecedented times. For more information, including our full WE Return to Learn Plan, please see our website at <https://www.chclc.org/Page/1720>.

Online Learning Phase 1: Summer 2020, September 3 & 4, 2020 Preparation

The Summer of 2020 included the formation of the Return to Work and Return to School Committees which have worked diligently over the past 10 weeks to prepare recommendations for the WE Return to Learn Plan. The Return to Work committee focused on protocols for building operations. The Return to School Committee focused on teaching and learning.

In preparation for the 2020 - 2021 school year, teachers have access to participate in technology based professional development sessions beginning in July 2020. These sessions are designed to educate teachers on the different virtual learning platforms available through the district and to support teachers as they plan for the academic year. Knowledge of different virtual learning platforms will only enhance the learning experience for students and staff. Additionally, time will be dedicated during the September 2020 in-service days to ensure that teachers are prepared to teach in a hybrid model.

Online Learning Phase 2: September 8, 2020 - January 29, 2021

As CHPS prepares for the 2020 - 2021 academic year we will be offering three modes of instruction: hybrid, in-person, and virtual. Regardless of the mode of instruction, it is expected that teachers will:

- Implement the CHPS curriculum with fidelity
- Follow the New Jersey Student Learning Standards
- Deliver instruction that is grade level specific and
- Provide differentiated support, accommodations, and modifications where appropriate to support learners with diverse learning needs
- Regularly monitor student progress and provide feedback to students that is meaningful
- Provide opportunities for students to review areas of strength and improvement to support students' growth
- Provide specific accommodations and supports as specified in students' IEPs and 504 Plans.



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First Days of School

Since our schools closed abruptly in March 2020, our students, staff, and families have had to navigate the world during these unprecedented times. Isolation, separation from family, friends, and colleagues, illness and loss of loved ones, disruption of family routines are just a few examples of how our students and staff have had to show resilience in what has become the “new normal.” Additionally, our students, staff, and families have experienced the pain and division caused by racial injustice, systemic racism and its harm to our nation and community. Our students and staff have demonstrated resilience but we recognize as a school community the first days of school will look and feel different. There will be a heavy emphasis on the social, emotional and mental wellness of students, staff, and families.

Social Emotional Learning	<ul style="list-style-type: none"> ● School Counselors provide support and resources for Social Emotional Learning ● Collaborate with School Counselors to identify and address trauma related concerns and to establish appropriate supports.
Engaging All Learners	<ul style="list-style-type: none"> ● School Ready Plan to address and support students who do not participate remotely. <ul style="list-style-type: none"> ○ Establish a communication protocol
Classroom/Instructional Routines	<ul style="list-style-type: none"> ● Establish Classroom Norms (in-school/virtual) ● Morning Routine/End of Day Routine ● Movement around the classroom ● Personal Belongings/Supply Expectations ● Social Distancing in Classrooms ● Small Group Instruction ● At Home Learning Materials ● Team/Community Building ● Social Emotional Check-Ins ● Learning loss would be evaluated by unit using small formative assessments
Health and Safety Procedures/Routines	<ul style="list-style-type: none"> ● Mask Expectations ● Arrival/Dismissal Procedures ● Moving around the building and between classes ● Movement around the classroom ● Social Distancing Expectations ● Bathroom Expectations ● Proper hand washing and use of sanitizer ● Lunch Procedures/Expectations ● Recess Expectations ● Emergency Drills ● Practice and learn new school “Keep Safe” procedures. Use visual cues throughout the building to remind students of expectations.
Technology Expectations/Virtual Platforms (See the Virtual Learning Platform)	<ul style="list-style-type: none"> ● Digital Citizenship Expectations ● Live Instruction/Session Norms ● District supported virtual meeting platform ● Username/Passwords ● Google Classroom



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	<ul style="list-style-type: none"> ● Submitting Assignments ● Checking Assignment Feedback ● Instructional Platforms and Usage <ul style="list-style-type: none"> ○ Use online resources in school to familiarize students with the technology they will use remotely and set clear expectations. (i.e. Google Classroom, Zoom, Zearn, Flipgrid, etc)
<p>Parent Communication</p>	<ul style="list-style-type: none"> ● Communicate daily schedule (including Encore) ● Health & Safety Protocols ● Communication protocol with families who have opted for full remote learning ● Virtual Training Sessions for Families ● Virtual Learning vs. In-person (How is it different? Developmentally appropriate guidelines for screen-time) ● Classroom Expectations ● Office Hours ● Schedules for Online Learning ● Navigating Google Classroom ● Virtual Platforms (Usernames/Passwords) ● Submitting Assignments

Hybrid Model

The District will follow a hybrid model to open school for the 2020-2021 academic year, beginning on Tuesday, September 8, 2020. Students will be assigned to a cohort so that only half of the students will physically be in the school at a time. On days the cohort is not physically present in school, students will participate in asynchronous instruction, during the morning, prepared and shared with students via google classroom or another district approved platform. Details for teachers providing live interactions are outlined below as this will vary by level. All teachers will participate in live interaction on a daily basis as students benefit from connections with their teacher and peers. Real-time instruction will be scheduled for classes and/or small groups. Students are strongly encouraged to have their camera on during live instruction. Teachers will invite students to join small-group conferences and instructional activities like morning meetings. Details for Cooperative learning and remote learning days are outlined below as this will vary by level.

Instructional and non-instructional spaces in the school buildings will comply with social distancing standards to the greatest extent possible. When students are in school, there will be limited sharing of materials and proper and appropriate cleaning of any materials that must be shared (ie desks) between uses.

Hand sanitizer will be provided in all instructional areas and students will be reminded about proper hygiene and hand washing and they will be reminded to utilize the hand sanitizer at regular intervals.

Instructional and non-instructional spaces in the school buildings have been evaluated for appropriate air circulation.

- HVAC equipment has been maintained and there is a schedule for continued maintenance of all equipment
- Windows have all been checked and maintained

Cooperative Learning Day Pre K, ES, MS, HS

The Cooperative Learning Day incorporated into the hybrid model supports the following points that are listed within the *NJDOE The Road Back: Restart and Recovery Plan for Education*:

- 1) Prioritizes and supports maintaining the social-emotional health of staff and students
- 2) Classes start the week with a whole group meeting to establish and maintain the classroom community,



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- and help set the tone and establish the learning goals for the week
- 3) Embeds opportunities for collaboration and planning to meet the individual needs of students
 - 4) Prioritizes and supports designated time to communicate with families, opportunities to promote family engagement, and offers time for specific feedback to student work completed remotely
 - 5) Provides time and space for common planning and consistent instruction within schools
 - 6) Offers time for teachers to prepare lessons that can be taught in-school and easily transitioned for remote learning
 - 7) Prioritizes and supports opportunities for professional development
 - 8) In the event that we have to shift to full remote learning, the above preparation and planning will significantly ease that transition for staff, students, and families
 - 9) For shortened weeks due to scheduled days off (i.e. NJEA Convention), the A/B rotation eliminates one instructional day for each cohort, versus two days for one cohort

***The Cooperative Learning Day AM/PM sessions may alternate based on grade level needs.

***See the detailed Cooperative Learning Day Schedule below by level.

Barclay Early Childhood Center

Monday		Tuesday	Wednesday	Thursday	Friday
PLC for Teachers 8:15 - 8:45		PLC for Teachers 8:15 - 8:45			
<i>Cooperative Learning Day</i> Cohort A and Cohort B Remote (See AM Schedule Below)		In School	In School	In School	In School
Cohort A and Cohort B (See PM Schedule Below)	Teacher Professional Development & Planning (See PM Schedule Below)	AM – 9 -11:30 PM- 10:30 – 1:00 Full Day – 9:00 – 1:00	AM – 9 -11:30 PM- 10:30 – 1:00 Full Day – 9:00 – 1:00	AM – 9 -11:30 PM- 10:30 – 1:00 Full Day – 9:00 – 1:00	AM – 9 -11:30 PM- 10:30 – 1:00 Full Day – 9:00 – 1:00

***Students with disabilities will attend in-person 4 days per week (Tues-Fri).

***Typically developing students will have access to lessons remotely.

Cooperative Learning Day Schedule at the Barclay Early Childhood Center

Cooperative Day AM sessions - 9:00 - 1:00

- **Part I:** Full Class Virtual Meeting focused on Social-Emotional Learning (SEL)
 - 60 minutes
 - This will be scheduled by individual teachers to best accommodate the schedules of families.
 - The full-class virtual meeting will include:



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- Team-Building Activities
- Social-Emotional Health Check-ins
- Relationship / Community Building Activities
- Building and Maintaining the Classroom Community
- Opportunities for Cooperative Learning
- **Part II:** Encore classes will be held in accordance with the class schedules
 - 30 minutes
- **Part III:** Creative Curriculum and SEL Lessons
 - 30 minutes
- **Part VI:** Conferring/Feedback/Small Groups/Conference with students and parents
 - 90 minutes
 - Individual or group conferring time:
 - Follow up on teacher feedback for remote assignments
 - Communicate with students and parents to support remote learning

Cooperative Day PM sessions (Teacher Responsibilities)

- Ongoing Professional Development
- PIRT/IEP/504, etc. meetings (imperative so teachers are not pulled from in-school instructional days)
- Team Planning to create synchronous and asynchronous plans for in-school and remote learning
- Record lessons and focus on screen sharing/ presentation mode and select resources for remote assignments
- Schedule postings and assignments for upcoming weeks
- Provide student feedback for remote assignments

Cooperative Day PM sessions (Student Responsibilities)

- Participate in Encore classes if scheduled
- Review and respond to feedback and conferring notes from teacher
- Independent practice
- Make up assignments
- Read together!

Structure of Instructional Model at Barclay

Barclay teachers will continue to have daily PLC meetings on a rotating schedule which includes interactive times with speech, OT/PT/PE, CST Case Managers, as well as time with one another (share lesson ideas and strategies).

Students with disabilities will have the opportunity to attend Barclay in person 4 days per week.

Students with disabilities who use the remote learning model will engage in a daily lesson with a teacher, which will be recorded and posted onto the students' dojo accounts. There will be ELA lessons, math, and social emotional lessons posted each week. Small Group live instruction will take place 2 x per week for each small group. The teacher will invite all students to one (1) live meeting per week.

Daily work is to be assigned to students with the daily recorded message used to introduce the learning goal. Daily assessment is critical. All teachers are expected to create lessons that will enable them to chart student progress



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on the objectives covered during the First Marking Period report card. Resource, Speech, and OT will focus on IEP goals and will be able to verify student progress.

Each teacher conducts a daily check in with all students. Each teacher provides times and the platform for how this daily check in will take place. New instruction in at least one core content area is delivered each day. The teachers will share their weekly schedule with parents. Review and reinforcement activities continue to be posted. Teachers monitor Class Dojo, provide support for students as needed throughout the day, and respond to parent communication within 24 hours. Encore teachers continue to post at least one activity per 5 day cycle. Parents will assist students by logging in daily to Class Dojo, participating in the remote learning activities, and submitting their work in a timely manner. Parents seeking assistance should contact their child’s teacher, Case Manager, or principal.

Typical 4 year olds who elect to engage in electronic learning will also have access to the daily lessons and weekly zoom lessons which will provide contact with peers. Their level of engagement would be considered “enrichment” and a tuition free service to families.

Elementary School - Hybrid Model Schedule

Hybrid Model/Early Dismissal Sample Schedule 9:00am - 1:00pm					
Monday	Tuesday	Wednesday	Thursday	Friday	
PLC	PLC	PLC	PLC	PLC	
<p><i>Cooperative Learning Day</i></p> <p>Cohort A and Cohort B Remote All Together synchronous (morning)</p>	<p>9:00 - 1:00 Cohort A In School Synchronous</p> <p>Cohort B Remote Asynchronous</p>	<p>9:00 - 1:00 Cohort B In School Synchronous</p> <p>Cohort A Remote Asynchronous</p>	<p>9:00 - 1:00 Cohort A In School Synchronous</p> <p>Cohort B Remote Asynchronous</p>	<p>9:00 - 1:00 Cohort B In School Synchronous</p> <p>Cohort A Remote Asynchronous</p>	
Supervision of students until 1:15/Lunch /Prepare for the Afternoon 1:15 - 2:25					
<p>Cohort A and Cohort B Remote asynchronous (afternoon)</p>	<p>Teacher Professional Development & Planning (afternoon)</p>	<p>2:30 - 3:30 Cohort A Remote Asynchronous</p> <p>Cohort B Remote Synchronous</p>	<p>2:30 - 3:30 Cohort B Remote Asynchronous</p> <p>Cohort A Remote Synchronous</p>	<p>2:30 - 3:30 Cohort A Remote Asynchronous</p> <p>Cohort B Remote Synchronous</p>	<p>2:30 - 3:30 Cohort B Remote Asynchronous</p> <p>Cohort A Remote Synchronous</p>



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Cooperative Learning Day Schedule at the Elementary School

Cooperative Day AM sessions - 9:00 - 1:00

- **Part I:** Full Class Virtual Meeting
 - 60 minutes
 - This will be scheduled by individual teachers to best accommodate the schedules of families.
 - The full-class virtual meeting will include:
 - Content-area Community Building
 - Team-Building Activities
 - Social-Emotional Health Check-ins
 - Relationship / Community Building Activities
 - Building and Maintaining the Classroom Community
 - Opportunities for Cooperative Learning
- **Part II:** Encore classes will be held in accordance with the class schedules
 - 30 minutes
- **Part III:** Second Step Curriculum and SEL Lessons facilitated by the School Counselor
 - 60 minutes - Based on a predetermined schedule
- **Part IV:** Conferring/Feedback/Small Groups/Conference with students and parents
 - 90 minutes
 - Individual or group conferring time:
 - Follow up on teacher feedback for remote assignments
 - Communicate with students and parents to support remote learning

Cooperative Day PM sessions (Teacher Responsibilities)

- Ongoing Professional Development.
- I&RS/IEP/504, etc. meetings (imperative so teachers are not pulled from in-school instructional days).
- Grade Level Meetings and Team Planning to create synchronous and asynchronous plans for in-school and remote learning. - No less than 45 minutes.
- Record lessons and focus on screen sharing/ presentation mode and select resources for remote assignments.
- Schedule postings and assignments for upcoming weeks.
- Provide student feedback for remote assignments.

Cooperative Day PM sessions (Student Responsibilities)

- Participate in Encore classes if scheduled.
- Review and respond to feedback and conferring notes from teacher.
- Independent practice.
- Make up assignments.
- Read Independently!

Structure of Hybrid Model at the Elementary School

Professional Learning Communities (PLC) Expectations

- Prioritize for grade level common planning time to create synchronous and asynchronous plans for



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in-school and remote learning.

- Vertical articulation meetings when needed to support students.
- School Counselors regularly available to meet with PLCs to address student concerns
- Data analysis and strategic planning
- Professional Development
 - Technology use and integration
 - Cultural Proficiency
 - Social-Emotional Learning

Instruction

AM - SYNCHRONOUS SCHEDULE (Cohort in School)

- Student Arrival (in classrooms) - 8:45am to 9:00am
- In-person Instruction (AM) 9:00am to 1:00pm
 - Morning Meeting
 - ELA/Math/Science/SS
 - Encore
 - Grab and go lunch - Distributed prior to 12:45

AM - ASYNCHRONOUS SCHEDULE (Cohort at Home)

- Working on google classroom teacher assignments

PM - SYNCHRONOUS SCHEDULE - Focus on Review and Enrichment

- This is the Cohort that WAS NOT in school in the AM
- Live Instruction for remote group (PM) 30-40 minutes of live instruction - Teacher meets with group to answer questions, review and enrich content from morning work. Teacher may also choose to meet with small groups.
- Frontload assignments, review content, and enrichment material
- Answer questions from remote learning assignments
- Determine need for review/enrichment based on the day's remote assignments
- Continue to build connections with students
- Librarians will use this time to check in with TAG students on their progress toward completion of the weekly expectation sheet and create/distribute materials (screencasts, resource lists, tutorials) to support teachers on an as-needed basis

PM - ASYNCHRONOUS SCHEDULE - Focus on Review and Reinforcement of AM content

- This is the Cohort that WAS in school in the AM

Encore Classes

- Include Encore daily
- Both in-school and remotely
- Encore schedules to be determined

Grading



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The standards based report card will be used to grade students at the elementary level. It is the expectation that all work submitted will be completed by the student, either independently or with minimal support. **Work that has not been completed in an independent manner or with minimal support will be returned.**

Transition from Hybrid to Full Remote Learning at the Elementary School

In the event of a school closure:

- Communication with students, parents, and caregivers is critical to the success of a remote learning environment. A clear communication plan shall be established and communicated to all families at the start of the school year.
- At the start of the school year, familiarizing and instructing students on all virtual learning platforms will be prioritized during the in-person Hybrid Learning days to ease transition to a full remote learning model in the event of a school closure.
- The Cooperative Learning Day schedule will remain the same to ease transition to a full remote learning model in the event of a school closure.
- Talented and Gifted (TAG) schedules will remain the same to ease transition to a full remote learning model in the event of a school closure.
- Students shall leave school with essential learning materials that will allow them to successfully work from home. A basic list shall be created by the Curriculum Committees to assure students have the proper materials in the event of a school closure.
- Times of Live Sessions shall be set on a consistent basis and communicated so that families can plan accordingly.
- Teacher Office Hours shall be set between the hours of 9:00-3:45. Office hours will be held on a consistent basis and communicated so families can plan accordingly.
- Daily Morning Meetings will be held live to set the day's expectations and to review assignments. This time will also be used for cooperative team building within the classroom. These meetings can be recorded and posted on Google Classroom for students who are unable to attend.
- Teachers shall instruct via a mixture of live lessons and screen recorded lessons depending upon the content.
- Teachers shall hold small group instruction daily. These groups will be scheduled on a regular basis and communicated so that families can plan accordingly. Due to student confidentiality, small group instruction will not be recorded and shared on Google Classroom.
- School Counselors shall collaborate and coordinate schedules that allow them to teach lessons and support teachers with addressing the social-emotional needs of students at each grade level.
- **All above will be planned with flexibility by the teacher to meet the needs of the students' families.**
- Teachers shall keep student engagement records to document participation. Each school will have a plan in place to address the needs of students and their families.



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Elementary Schedule - Full Remote Model Schedule (in the event of a school closure)

Monday 8:15-3:45	Tuesday - Friday 9:00 -3:30
<p style="text-align: center;"><u>Cooperative Learning Day</u></p> <p>Cooperative Day AM sessions - 9:00 - 1:00 (there will be instances when Encores will be held in the PM)</p> <ul style="list-style-type: none"> ● Part I: Full Class Virtual Meeting - 60 minutes ● Part II: Encore classes will be in accordance with schedule-30 minutes ● Part III: Second Step Curriculum and SEL Lessons facilitated by the School Counselor - 60 minutes - based on a predetermined schedule ● Part IV: Conferring/Feedback/Small Groups/Conference with students and parents - 90 minutes For K-2 this time will include a Foundations lesson. <p>Cooperative Day PM sessions (Teachers)</p> <ul style="list-style-type: none"> ● Ongoing Professional Development ● I&RS/IEP/504, etc. meetings (imperative so teachers are not pulled from in-school instructional days) ● Grade Level Meetings and Team Planning ● Recorded lessons & select resources for remote assignments ● Schedule postings and assignments for upcoming weeks ● Provide student feedback for remote work <p>Cooperative Day PM sessions (Students)</p> <ul style="list-style-type: none"> ● Participate in Encore classes if not scheduled ● Review feedback and conferring notes from teacher ● Independent practice ● Make up assignments ● Read Independently! 	<p style="text-align: center;"><u>See details below</u></p>



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Structure of Full Remote Model at the Elementary School (in the event of a school closure)

Tuesday - Friday Expectations

Content Area/Activity	Time Allocations (May differ based on grade level)
Morning Meeting	15 minutes
Fundations	25-30 minutes
Reading	70-85 minutes
Writing	30 minutes
Math	50-60 minutes
Science/Social Studies	30 minutes
I/E Intervention and Enrichment (no new instruction taught)	30-60 minutes
Encore	40 minutes

Content areas may include any of the following types of instruction:

- Direct Instruction
- Guided Instruction
- Guided Practice
- Independent Practice
- Small Group Instruction
- Conferring



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Explanation of the Various Types of Remote Instruction

There are various types of instruction that will occur throughout the school day during remote learning to intentionally balance and provide screen time that is developmentally appropriate for students. Students will be expected to engage in a combination of live sessions and off screen tasks in an effort to assure that we maintain their stamina and engagement throughout the remote learning experience. This balance will be established by teachers and vary depending on what is developmentally appropriate for each grade level. Please see the descriptions below for the various types of instruction that students will engage in throughout the school day.

Direct and Guided Instruction	This is a LIVE session where the teacher will be on Google Meet providing a lesson to students. The teacher will be instructing and explaining new grade specific content within a subject area. Teachers will be actively demonstrating and modeling skills and strategies, as well as guiding students through the process of understanding the new material. This is an opportunity for students to engage with the teacher and their classmates while learning new material. Students will have the opportunity to ask questions and receive feedback.
Guided Practice	This is a LIVE session where the teacher will be on Google Meet to guide students through the process of applying and practicing newly learned material. Teachers will prompt, observe, and provide feedback to students as they are asked to apply and practice new learning. The students will have the opportunity to practice the skills that were taught during direct and guided instruction. Students will have the opportunity to ask questions and receive feedback.
Independent Practice	This is an OFF SCREEN time where the students will work independently on assignments following the direct instruction from the teacher. Students will be working on their own from a workspace at home. Teachers will communicate clear directions. The expectations for these assignments will be provided during live instruction and/or posted within Google Classroom. Students will complete the assignments and be asked to submit them to their teacher in a timely manner. These assignments must reflect the students work and will be used to provide evidence of student learning. The teacher will review the assignments and provide feedback. These assignments will be used to help determine where students need support and for developing the next steps for instruction.
Small Group Instruction/Conferring	<p>This is a LIVE session where the teacher will be on a Google Meet providing an individualized lesson and/or conference with a small group of students. The instruction during this time will be individualized to target student needs within a subject area. Students will have the opportunity to ask questions and receive feedback.</p> <p>While the teacher works with small groups, the rest of the students in the class will be working independently OFF SCREEN on their daily assignments which will be posted in Google Classroom.</p> <p>Teachers will rotate small groups throughout the course of the week in an effort to meet with all students. Teachers will communicate their small group schedules in advance so that students know when to sign on for their LIVE small group/conferring session.</p>
I/E Intervention and Enrichment	<p>This is a LIVE session where the teacher will be on a Google Meet providing an individualized lesson and/or conference with small groups of students. The teacher will use this opportunity to review skills within a subject area and/or to provide enrichment that extends student learning based on previously learned information. Students will have the opportunity to ask questions and receive feedback.</p> <p>While the teacher works with small groups, the rest of the students in the class will be working independently OFF SCREEN on assignments that reinforce skills and those that extend their knowledge.</p> <p>Teachers will rotate small groups throughout the course of the week in an effort to meet with all students. Teachers will communicate their small group schedules in advance so that students know when to sign on for their LIVE small group/conferring session.</p>



WE RETURN TO LEARN PLAN

Kindergarten Sample Remote Learning Schedule (You will receive a customized schedule from your child's teacher)	
Time Block	Content Area / Activity
8:15-8:45	PLC time for teachers
9:00-9:15	Morning Meeting
9:15-9:40	Foundations
9:40-9:50	Snack/ Movement break/Bathroom break
9:50-10:25	Integrated ELA and Social Studies/Daily 5 <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Small Groups/Conferring/Guided or Independent Practice
10:25-10:50	Play Time
10:50 -11:25	Integrated ELA and Social Studies/Daily 5 <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Small Groups/Conferring/Guided or Independent Practice
11:25-12:15	Lunch
12:15-12:30	Class Meeting/Check-In
12:30- 1:20	Math <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Small Groups/Guided or Independent Practice
1:20 -1:35	Rest/Quiet Time
1:35-2:05	Integrated ELA and Science/Daily 5 <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Small Groups/Conferring/Guided or Independent Practice
2:05-2:15	Movement Break/Bathroom Break
2:15-2:50	Integrated ELA and Science/Daily 5 <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Small Groups/Conferring/Guided or Independent Practice
2:50 - 3:30	Encore
3:30 -3:45	Teacher End of the Day Routines



WE RETURN TO LEARN PLAN

1st and 2nd Grade Sample Remote Learning Schedule (You will receive a customized schedule from your child's teacher)

Time Block	Content Area / Activity
8:15-8:45	PLC time for teachers
9:00-9:15	Morning Meeting
9:15-9:45	Foundations
9:45-10:05	Read Aloud/ Snack/Bathroom Break
10:05-10:45	Encore
10:45-11:45	Reading/Daily 5 <ul style="list-style-type: none"> • Direct/Guided Instruction • Small Group/Conferring/Guided or Independent Practice
11:45-12:35	Lunch
12:35-12:50	Class Meeting/Check In
12:50- 1:50	Math <ul style="list-style-type: none"> • Direct/Guided Instruction • Small Group/Conferring/Guided or Independent Practice
1:50-2:00	Movement and Bathroom Break
2:00-2:30	Writing <ul style="list-style-type: none"> • Direct/Guided Instruction • Small Group/Conferring/Guided or Independent Practice
2:30-3:00	Science/Social Studies <ul style="list-style-type: none"> • Direct/Guided Instruction • Guided or Independent Practice
3:00 -3:30	I/E <ul style="list-style-type: none"> • Small Group/Conferring • Independent Practice
3:30 -3:45	Teacher End of the Day Routines



WE RETURN TO LEARN PLAN

3rd Grade Sample Remote Learning Schedule (You will receive a customized schedule from your child's teacher)	
Time Block	Content Area / Activity
8:15-8:45	PLC time for teachers
9:00-9:15	Morning Meeting
9:15-10:00	Reading <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Conferring/Small Group/Guided or Independent Practice
10:00-10:10	Read Aloud / Snack / Bathroom Break
10:10 -10:40	Writing <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Conferring/Small Group/Guided or Independent Practice
10:40-11:20	Encore
11:20-12:00	Small Group/Conferring <ul style="list-style-type: none"> ● Book Clubs/Independent Practice
12:00-12:50	Lunch
12:50-1:05	Class Meeting/Check-In
1:05-2:05	Math <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Small Group/Guided or Independent Practice
2:05 - 2:15	Movement and Bathroom Break
2:15-3:00	I/E <ul style="list-style-type: none"> ● Small Group/Conferring ● Independent Practice
3:00-3:30	Science/Social Studies <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Guided or Independent Practice
3:30 -3:45	Teacher End of the Day Routines



WE RETURN TO LEARN PLAN

4th and 5th Grade Sample Remote Learning Schedule (You will receive a customized schedule from your child's teacher)	
Time Block	Content Area / Activity
8:15-8:45	PLC time for teachers
9:00-9:15	Morning Meeting
9:15-9:55	Reading <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Conferring/Small Group/Guided or Independent Practice
9:55-10:05	Read Aloud / Snack / Bathroom Break
10:05 - 10:35	Writing <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Conferring/Small Group/Guided or Independent Practice
10:35-11:15	Encore
11:15-11:45	Small Group/Conferring <ul style="list-style-type: none"> ● Book Clubs/Independent Practice
11:45-12:35	Lunch
12:35 - 12:50	Class Meeting/Check-In
12:50 - 1:50	Math <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Small Group/Guided or Independent Practice
1:50 - 2:00	Movement and Bathroom Break
2:00 -3:00	I/E <ul style="list-style-type: none"> ● Small Group/Conferring ● Independent Practice
3:00-3:30	Science/Social Studies <ul style="list-style-type: none"> ● Direct/Guided Instruction ● Guided or Independent Practice
3:30 -3:45	Teacher End of the Day Routines



WE RETURN TO LEARN PLAN

The Middle School - Hybrid Model Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cooperative Day - Both Cohorts Synchronous Learning Cohort A and B Remote	Cohort A In School Early Dismissal Cohort B Remote - Asynchronous	Cohort B In School Early Dismissal Cohort A Remote - Asynchronous	Cohort A In School Early Dismissal Cohort B Remote - Asynchronous	Cohort B In School Early Dismissal Cohort A Remote - Asynchronous
Period 1: Advisory 8:00 - 8:30	Period 2 8:00 - 8:35	Period 2 8:00 - 8:35	Period 2 8:00 - 8:35	Period 2 8:00 - 8:35
Period 2 8:30 - 9:00	Period 3 8:38 - 9:10	Period 3 8:38 - 9:10	Period 3 8:38 - 9:10	Period 3 8:38 - 9:10
Period 3 9:00 - 9:30	Period 4 9:13 - 9:45	Period 4 9:13 - 9:45	Period 4 9:13 - 9:45	Period 4 9:13 - 9:45
Period 4 9:30 - 10:00	Period 5 9:48 - 10:20	Period 5 9:48 - 10:20	Period 5 9:48 - 10:20	Period 5 9:48 - 10:20
Period 5 10:00 - 10:30	Period 6 10:23 - 10:55	Period 6 10:23 - 10:55	Period 6 10:23 - 10:55	Period 6 10:23 - 10:55
Period 6 10:30 - 11:00	Period 7 10:58 - 11:30	Period 7 10:58 - 11:30	Period 7 10:58 - 11:30	Period 7 10:58 - 11:30
Lunch - Entire School 11:00 - 11:30	Period 8 11:33 - 12:05	Period 8 11:33 - 12:05	Period 8 11:33 - 12:05	Period 8 11:33 - 12:05
Period 7 11:30 - 12:00	Grab and Go Lunch - TBD / (Tentatively 12:05 - 12:15) 12:15 Buses Roll Out *Students pick up to-go lunches on their way to buses. *Aramark/duty teachers positioned throughout building to distribute.			
Period 8 12:00 - 12:30				
	Supervision of students until 12:25/Lunch /Prepare for the Afternoon 12:25 - 1:20			
Student and Teacher Afternoon Schedule: See below	Cohort B - Remote Synchronous Periods 2, 3, 4, 5 Meet Cohort A - Remote Asynchronous	Cohort A - Remote Synchronous Periods 2, 3, 4, 5 Meet Cohort B - Remote Asynchronous	Cohort B - Remote Synchronous Periods 6,7,8, Meet Cohort A - Remote Asynchronous	Cohort A - Remote Synchronous Periods 6, 7, 8 Meet Cohort B - Remote Asynchronous
	Period 2 1:25 - 1:45	Period 2 1:25 - 1:45	Period 6 1:25-1:45	Period 6 1:25-1:45
	Period 3 1:50 - 2:10	Period 3 1:50 - 2:10	Period 7 1:50 - 2:10	Period 7 1:50 - 2:10
	Period 4 2:15- 2:35	Period 4 2:15- 2:35	Period 8 2:15- 2:35	Period 8 2:15- 2:35



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	Period 5 2:40- 3:00	Period 5 2:40- 3:00	Universal Check-In Cohort A & Cohort B 2:40 - 3:00	Universal Check-In Cohort A & Cohort B 2:40 - 3:00
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Cooperative Learning Day Schedule at the Middle School

Cooperative Day AM sessions - 8:00 - 12:30

- Teachers will start the day at 7:45 AM preparing for online instruction for the day.
- Students and teachers will follow the periodized schedule.
- A & B Cohorts will be merged into one single class, and each class period will be allotted 30 minutes for each period throughout the day.
- During students' scheduled lunch period conferring/feedback/small groups/conferencing with students and parents will take place.
- PE/EX will meet on alternating week schedules to align with their rotation schedule.
- All students will be allotted a lunch period between Period 6 and Period 7.
- All students will use their lunch/afternoon advisory period as an I/E period with their advisory teacher.

Cooperative Day PM sessions (Teacher responsibilities) - 12:30 - 3:15

- Ongoing Professional Development.
- I&RS/IEP/504, etc. meetings (imperative so teachers are not pulled from in-school instructional days).
- Grade Level Meetings and Team Planning to create synchronous and asynchronous plans for in-school and remote learning.
- Record lessons & select resources for remote assignments.
- Schedule postings and assignments for upcoming weeks.
- Provide student feedback for remote work.
- Office hours for Guidance and SAC.

Cooperative Day PM sessions (Student responsibilities) - 12:30 - 3:00

- Participate in Music classes.
- Review feedback and conferring notes from the teacher.
- Independent practice.
- Make up assignments.
- Read Independently.
- Seek Guidance and SAC supports.

Structure of Hybrid Model at the Middle School

Professional Learning Communities (PLC) Expectations

- **Teams/Houses/LCs will meet at minimum 2 times per week**
 - One meeting per week will be with guidance/CST to address student concerns
 - One meeting will be for collaborative planning time for teams, data analysis
- **Off Team PLC will meet at minimum 2 times per week**
 - One meeting per week will be with guidance/CST to address student concerns
 - One meeting will be collaborative planning time
- **Grade Level departments**
 - Will meet once per week to collaborate and create lesson plans for in school and remote



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learning. This would help with the continuity of student experiences in learning.

- **Remote/Virtual Conferencing/Small Groups/Conference**
 - In place of one PLC per week, teachers will be available to assist students with remote and virtual learning, to follow up with students on virtual feedback, and work with small groups virtually.

Learning Days

- Advisory meets daily with focus on Social Emotional Learning which is important for ML students
- ELA, Math, Science, Humanities, WL would each meet in person during in-school day
- PE/Exploratory would meet with students in person once per week. Students should come to school dressed to participate in PE class on assigned PE day. Efforts will be made to have health and other required lessons taught during the hybrid format.
- Music- vocal and instrumental lessons to be scheduled for both in-person and virtual timeslots

Instruction on Remote Learning

- ELA, Math, Science, Humanities, WL will be assigned each remote learning day.
- PE/Exploratory will be assigned and posted weekly. Posted by Monday at 8 am to be completed by the end of the day Friday.
- Music programs- vocal and instrumental lessons to be scheduled for both in-person and virtual timeslots.
- Assignments for all courses will be asynchronous and should be completed by the next time the group meets
 - The benefits to this approach:
 - This structure promotes equity in instruction between the virtual learner and the students in school for the hybrid schedule.
 - It provides all families, regardless of their schedule preference, 24/7 access to content.
 - It will give the classroom teacher more time for one on one (with an educational assistant) or small group instruction if students are struggling or need differentiation with concepts.
 - It allows for teachers to use in person class time or virtual meeting time to answer questions, critically explore content, and dig deeper into topics.
 - It allows students who may need to stay home from school due to illness or other factors access to content so they do not fall behind in their learning.

Grading

Assignments will be graded true-to-scale within the two major categories: minor assessments and major assessments. Students will need to log on, interact with, and complete assignments for ALL classes. It is the expectation that all work submitted will be completed by the student, either independently or with minimal support. Work that has not been completed by the student in an independent manner or with minimal support will be returned.

On remote days, teachers will provide an assignment for their class that will take students 30-45 minutes to complete. It is expected that remote work will be turned in by the due date established by the teacher. Any additional extensions must be communicated in-writing (email) directly with the teacher before the assigned due date.



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Transition from Hybrid to Full Remote Learning at the Middle Level

In the event of a school closure:

- During the Hybrid learning days, students will be instructed in all virtual platforms to ensure proficiency in a fully remote schedule including
 - How to access platforms
 - Protocols in forgetting passwords
 - The role/function of each platform.
 - How to turn in assignments
- The Cooperative Learning Day schedule will remain the same to ease transition to a full remote learning model in the event of a school closure.
- Teachers shall instruct via a mixture of synchronous and asynchronous lessons depending on the content.
- Live interaction is important during fully remote learning and will be consistently offered.
- Previously split classes in hybrid model will merge into one class (Period 2A/2B becomes all period 2)
- Teachers shall instruct via a mixture of live lessons and screen recorded lessons depending upon the content.
- Advisory will meet 5 days per week to ensure students have a consistent connection to an adult in the school.
 - 3 advisory periods per week will focus on SEL
 - 2 advisory periods per week will focus on academic enrichment and intervention
- PE/Exploratory will resume A/B rotation holding synchronous lessons.

Professional Learning Communities (PLC) Expectations

- **Teams/Houses/LCs will meet at minimum 2 times per week**
 - One meeting per week will be with guidance/CST to address student concerns
 - One meeting will be for collaborative planning time for teams, data analysis
- **Off Team PLC will meet at minimum 2 times per week**
 - One meeting per week will be with guidance/CST to address student concerns
 - One meeting will be collaborative planning time
- **Grade Level departments**
 - Will meet once per week to collaborate and create lesson plans for in school and remote

Middle Level: Full Remote Schedule in the event of a school closure

Monday	Tuesday-Friday
Cooperative Learning Day remains the same: <ul style="list-style-type: none"> ● AM: Student Sessions ● PM: Teacher Collaborative Time ● Music Lessons ● Guidance Office Hours 	<ul style="list-style-type: none"> ● Students will continue to follow their assigned course schedule ● Periods previously split in the hybrid model will merge together to form one class. ● Advisory will meet synchronously everyday ● PE/EX will resume A/B rotation--holding synchronous classes ● All content areas (English, Humanities,



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	<p>Science, World Language, Math) will be taught synchronously daily</p> <ul style="list-style-type: none"> • Live interaction is important during fully remote learning. • Music lessons will be scheduled with teacher
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There are various types of instruction that will occur throughout the school day during remote learning to intentionally balance and provide screen time that is developmentally appropriate for students. Students will be expected to engage in a combination of live sessions and off screen tasks in an effort to assure that we maintain their stamina and engagement throughout the remote learning experience. This balance will be established by teachers and vary depending on what is developmentally appropriate for each grade level. Teachers will connect live with students daily. Team teachers need to work collaboratively to balance the schedule.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cooperative Day - Student Schedule	Fully Remote Student Schedule			
Period 1 8:00 - 8:30	Prepare for Learning Get Logged On 8:00 - 8:10			
Period 2 8:30 - 9:00	Period 1 8:10 - 8:55			
Period 3 9:00 - 9:30	Period 2 9:00 - 9:45			
Period 4 9:30 - 10:00	Break 9:45 - 9:55			
Period 5 10:00 - 10:30	Period 3 9:55- 10:40			
Period 6 10:30 - 11:00	Period 4 10:45 - 11:30			
Lunch - Entire School 11:00 - 11:30	Break 11:30 - 11:40			
Period 7 11:30 - 12:00	Period 5 11:40 - 12:25			
Period 8 12:00 - 12:30	Period 6 12:30 - 1:15			
	Break 1:15 - 1:25			
	Period 7 1:25 - 2:10			



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	Period 8 2:15 - 3:00
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High School - Hybrid Model Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Collaborative Day- Straight 8 Day for both cohorts SYNCHRONOUS LEARNING	Day 5 Cohort A Purple Team	Day 5 Cohort B Red Team	Day 6 Cohort A Purple Team	Day 6 Cohort B Red Team
Teacher Virtual Classroom Preparation 7:30 - 8:25	Period A 7:30 - 8:27	Period A 7:30 - 8:27	Period C 7:30- 8:27	Period C 7:30 - 8:27
Faculty or Department Meetings / PLC 8:30 - 9:15	Period B 8:32 - 9:29	Period B 8:32 - 9:29	Period D 8:32 - 9:29	Period D 8:3 2- 9:29
Period A 9:30 - 10:00	Period E 9:34 - 10:32	Period E 9:34 - 10:32	Period G 9:34 - 10:32	Period G 9:34 - 10:32
Period B 10:05 - 10:35	Period F 10:37 - 11:35	Period F 10:37 - 11:35	Period H 10:37 - 11:35	Period H 10:37 - 11:35
Period C 10:40 - 11:10	11:35 - 11:45 = Grab and Go Lunch *Students pick up to-go lunches on their way to buses. *Aramark/duty teachers positioned throughout the building to distribute.			
Period D 11:15 - 11:45	11:55 Buses Depart Dismissal of in-person students/ Teachers will be available to support dismissal until 11:55			
Lunch	Supervision of students until 11:55 / Lunch / Prepare for the Afternoon 11:55 - 12:50			
	Any student who already attended in-person instruction can participate in the afternoon virtual meet, work on an assignment from that day's class or work independently on the asynchronous assignments.			
	Day 6 Cohort B Red Team	Day 6 Cohort A Purple Team	Day 5 Cohort B Red Team	Day 5 Cohort A Purple Team
Period E 12:15 - 12:45	Period C 12:55 - 1:15 Cohort B Virtual Meet Cohort A OPTIONAL to join meet	Period C 12:55 - 1:15 Cohort A Virtual Meet Cohort B OPTIONAL to join meet	Period A 12:55 - 1:15 Cohort B Virtual Meet Cohort A OPTIONAL to join meet	Period A 12:55 - 1:15 Cohort A Virtual Meet Cohort B OPTIONAL to join meet



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Period F 12:50 - 1:20	Period D 1:20 - 1:40 Cohort B Virtual Meet Cohort A OPTIONAL to join meet	Period D 1:20 - 1:40 Cohort A Virtual Meet Cohort B OPTIONAL to join meet	Period B 1:20 - 1:40 Cohort B Virtual Meet Cohort A OPTIONAL to join meet	Period B 1:20 - 1:40 Cohort A Virtual Meet Cohort B OPTIONAL to join meet
Period G 1:25-1:55	Period G 1:45 - 2:05 Cohort B Virtual Meet Cohort A OPTIONAL to join meet	Period G 1:45 - 2:05 Cohort A Virtual Meet Cohort B OPTIONAL to join meet	Period E 1:45 - 2:05 Cohort B Virtual Meet Cohort A OPTIONAL to join meet	Period E 1:45 - 2:05 Cohort A Virtual Meet Cohort B OPTIONAL to join meet
Period H 2:00-2:30	Period H 2:10 - 2:30 Cohort B Virtual Meet Cohort A OPTIONAL to join meet	Period H 2:10 - 2:30 Cohort A Virtual Meet Cohort B OPTIONAL to join meet	Period F 2:10 - 2:30 Cohort B Virtual Meet Cohort A OPTIONAL to join meet	Period F 2:10 - 2:30 Cohort A Virtual Meet Cohort B OPTIONAL to join meet

*****Alternative High School students will attend school 4 days per week.**

Cooperative Learning Day Schedule at the High School

Cooperative Day (Teacher responsibilities) - 7:30 - 9:15

- Ongoing Professional Development.
- I&RS/IEP/504, etc. meetings (imperative so teachers are not pulled from in-school instructional days).
- Grade Level Meetings and Team Planning to create synchronous and asynchronous plans for in-school and remote learning.
- Record lessons & select resources for remote assignments.
- Schedule postings and assignments for upcoming weeks.
- Provide student feedback for remote work.
- Office hours for Guidance and SAC.

Cooperative Day (Teacher responsibilities)- 9:30 - 2:30

- Teachers will start the day at 9:30 AM teaching live instruction to all students for the day.
- Students and teachers will follow the periodized schedule.
- A & B Cohorts will be merged into one single class, and each class period will be allotted 30 minutes for each period throughout the day.
- Students and staff will have a scheduled lunch 11:45 - 12:15.

Cooperative Day (Student responsibilities) - 9:30 -2:30

- Attend and participate in all classes.
- Using the video camera is strongly encouraged.
- Review feedback and conferring notes from the teacher.
- Independent practice.
- Make up assignments.



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- Read Independently.
- Seek Guidance and SAC supports (AM and PM).
- The structure of the alternative high school may differ. Specific details will be provided directly to students and families from the alternative high school.

Structure of Hybrid Model at the High School

Professional Learning Communities (PLC) Expectations

- Other than assigned duties, Duty Period will be used for working on:
 - grade level teams
 - department teams
 - PLC Coordinator sessions
 - guidance/CST/SAC meetings to address student concerns
 - planning time for teams, to include data analysis
 - collaborating and creating lesson plans for in school and remote learning. This will help with the continuity of student experiences in learning.
- Remote/Virtual Conferencing/Small Groups/Conference
 - In place of one PLC per week, teachers will be available to assist students with remote and virtual learning, to follow up with students on virtual feedback, and work with small groups virtually.

Learning Days

- With the hybrid of in-person and virtual class meetings, students will see their teacher, virtually or in-person, at least 3 times; students have the option to have live interactions with their teacher 4 out of the 5 days in a week.
- In the morning, all students will participate in either synchronous in-person class for 4 periods or work independently on asynchronous assignments.
- In the afternoon, students who were not present in school will be required to join the afternoon live class meetings.
- In the afternoon, those students who attended in-person school will either work on their assignments from the classes they just attended or join the live virtual class meetings for their other 4 periods.
- The afternoon meetings could cover a variety of areas, including, but not limited to, explaining a concept needed for the asynchronous assignment, providing additional clarity on a previous lesson, answering specific questions and relationship building.
- PE will meet with students in person. Locker rooms will not be available for use before or after PE class. Students should come to school dressed to participate in PE class. Efforts will be made to have health and other required lessons taught during the hybrid format.
- Music- vocal and instrumental lessons will be scheduled for both in-person and virtual timeslots

Instruction on Remote Learning

- Teachers will provide an assignment for their class that will take students approximately 60 minutes to complete (an additional 30 minutes each week will be provided for lab-science classes). The assignment will be due by 4PM on a day that the class meets, either virtually or in-person. Any additional extensions must be communicated in-writing (email) directly with the teacher before the assigned due date.



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- If students were not in the cohort that attended school in the morning, those students will be required to join their classes in the afternoon meeting. This live virtual contact will allow students to get clarity on the assignment, ask probing questions about the content and make connections with the teacher and other students.
- Music programs- vocal and instrumental lessons will be scheduled for both in-person and virtual timeslots.
- A variety of HS courses are needed for graduation, including electives. Students will need to log on, interact with, and complete assignments for ALL classes.
- The benefits to this approach:
 - This structure promotes equity in instruction between the virtual learner and the students in school for the hybrid schedule.
 - It provides all families , no matter their schedule preference, 24/7 access to content.
 - It will give the classroom teacher more time for one on one (with an educational assistant) or small group instruction if students are struggling or need differentiation with concepts.
 - It allows for teachers to use in person class time or virtual meeting time to answer questions, critically explore content, and dig deeper into topics.
 - It allows students who may need to stay home from school due to illness or other factors access to content so they do not fall behind in their learning.

Grading

- Assignments will be graded true-to-scale within the three major categories: minor assessments, major assessments, and district assessments.
- Students will have at least three assignments per week: one from the Collaborative Day, one from the in-person lesson and one posted on Google Classroom for them to complete asynchronously.
- A variety of HS courses are needed for graduation, including electives. Students will need to log on, interact with, and complete assignments for ALL classes.
- As has always been stated in the High School Code of Student Conduct, students are expected to complete all work independently or with minimal support. Work that has not been completed by the student in an independent manner or with minimal support will be returned and subject to the honor code.

Transition from Hybrid to Full Remote Learning at the High School

In the event of a school closure:

- During the Hybrid learning days, students will be instructed in all virtual platforms to ensure proficiency in a fully remote schedule including
 - How to access platforms
 - Protocols in forgetting passwords
 - The role/function of each platform
 - How to turn in assignments
- The Cooperative Learning Day schedule will remain the same to ease transition to a full remote learning model in the event of a school closure.
- Times of instruction shall be set on a consistent basis and communicated so that families can plan accordingly. Tuesdays and Thursdays will follow a Day 5 schedule and Wednesdays and Fridays will follow a zDay 6 schedule.



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- Teachers shall instruct via a mixture of synchronous and asynchronous lessons depending on the content.
- Live interaction is important during fully remote learning.
- Previously split classes in hybrid model will merge into one class (for example, Period C - Cohort A and Period C - Cohort B becomes all period C)

High School: Full Remote Schedule (in the event of a school closure)

The Cooperative Day will remain the same. Tuesday through Friday will follow the Day 5 & Day 6 schedules. The timing of these lessons promote the health and well-being of staff and students, limiting the number of continuous hours in front of a screen.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cooperative Learning Day Synchronous Learning Both Cohorts A and B Remote	Day 5 Synchronous Cohorts A & B	Day 6 Synchronous Cohorts A & B	Day 5 Synchronous Cohorts A & B	Day 6 Synchronous Cohorts A & B
Teacher Virtual Classroom Preparation 7:30 - 8:25	Teacher Virtual Classroom Preparation 7:30 - 8:25			
Faculty or Department Meetings / PLC 8:30 - 9:15	Faculty or Department Meetings / PLC 8:30 - 9:15			
Period A 9:30 - 10:00	Period A 9:30 - 10:30	Period C 9:30- 10:30	Period A 9:30 - 10:30	Period C 9:30-10:30
Period B 10:05 - 10:35				
Period C 10:40 - 11:10	Period B 10:35 - 11:35	Period D 10:35 -11:35	Period B 10:35 - 11:35	Period D 10:35 - 11:35
Period D 11:15 - 11:45				
Lunch 11:50 - 12:10	Lunch 11:40 - 12:20			
Period E 12:15 - 12:45	Period E 12:25 - 1:25	Period G 12:25 - 1:25	Period E 12:25 - 1:25	Period G 12:25 - 1:25
Period F 12:50 - 1:20				
Period G 1:25-1:55	Period F 1:30 - 2:30	Period H 1:30 - 2:30	Period F 1:30 - 2:30	Period H 1:30 - 2:30
Period H 2:00-2:30				



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Full Remote Learning Expectations

Students participating in the fully remote learning option will have synchronous live instruction on their assigned cohort days. As the structure of the academic day looks different across the classrooms and levels, teachers will communicate with parents and students exact times for login and daily class schedule. Students are strongly encouraged to have their camera on during live instruction.

Barclay School Remote Learning Schedule - For Barclay school students participating in the full remote learning option, they will attend the Cooperative learning day and will participate in live or pre-recorded instruction daily with a designated teacher. As the Barclay schedule addresses all content areas, the teacher and parent will work collaboratively to determine when the student needs to log on for live classes. Students are strongly encouraged to have their camera on during live instruction.

Elementary School Remote Learning Schedule - For elementary school students participating in the full remote learning option, they will attend the Cooperative learning day and will be assigned to an A/B cohort. On the assigned cohort day, students will participate in live streamed synchronous instruction during the assigned class period. Students are strongly encouraged to have their camera on during live instruction. As the elementary schedule addresses all content areas, the teacher and parent will work collaboratively to determine when the student needs to log on for class. On the alternate day, the student will participate in asynchronous instruction posted in Google Classroom.

Middle School Remote Learning Schedule - For middle school students participating in the full remote learning option, they will attend the Cooperative learning day and will be assigned to an A/B cohort. On the assigned cohort day, students will participate in live streamed synchronous instruction during the assigned class period. Students are strongly encouraged to have their camera on during live instruction. On the alternate day, the student will participate in asynchronous instruction posted in Google Classroom.

High School Remote Learning Schedule - For high school students participating in the full remote learning option, they will attend the Cooperative learning day and will be assigned to an A/B cohort. On the assigned cohort day, students will participate in live streamed synchronous instruction during the assigned class period. Students are strongly encouraged to have their camera on during live instruction. On the alternate day, the student will participate in asynchronous instruction posted in Google Classroom.

Professional Development

In preparation for the 2020 - 2021 school year, teachers have access to participate in technology based professional development sessions beginning in July 2020. These sessions are designed to educate teachers on the different virtual learning platforms available through the district and to support teachers as they plan for the academic year. Knowledge of different virtual learning platforms will only enhance the learning experience for students and staff. Additionally, time will be dedicated during the September 2020 in-service days to ensure that teachers are prepared to teach in a hybrid model.

Student Flow, Entry, Exit, and Common Areas

Building principals will publish guidelines for arrival and departure locations at each school building. Locations will be identified to minimize large gatherings of students and staff and to promote unobstructed travel into and



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within the building. Appropriate signage will be displayed throughout the school buildings reminding students and staff to maintain social distancing, 6 feet apart, while in school.

Screening, Mask Expectations, and Personal Hygiene

The health and safety of our students and staff is our first priority. Our students and staff are the most important part of who we are as a community. Students and staff should always be cautious and should stay home if they are not feeling well or are exhibiting any symptoms related to COVID-19.

Screening

All students and staff members are required to screen at home before leaving for school every day.

- Do you have any of these symptoms that are not caused by another condition?
 1. Fever, at or above 100.4, or chills
 2. Cough
 3. Shortness of breath or difficulty breathing
 4. Fatigue
 5. Muscle or body aches
 6. Headache
 7. Recent loss of taste or smell
 8. Sore throat
 9. Congestion
 10. Nausea or vomiting
 11. Diarrhea
- Within the past 14 days, have you had contact with anyone that you know had COVID-19 or COVID-like symptoms?
- Contact is being 6 feet (2 meters) or closer for more than 15 minutes with a person, or having direct contact with fluids from a person with COVID-19 (for example, being coughed or sneezed on).
- Have you had a positive COVID-19 test for active virus in the past 10 days?
- Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about COVID-19 infection?

Any student or staff member who is exhibiting possible symptoms of COVID-19 will be sent to the nurse's office for additional screening and continuous monitoring of symptoms. Each school will have a medical isolation space for any student or staff member who is exhibiting possible symptoms of COVID-19. The individual will be monitored by the nurse and will be required to leave the school facility to see their primary care physician.

Any positive report of a case of COVID-19 for a student or a staff member will immediately be reported to the school nurse. The school nurse will notify the Camden County Department of Health and will follow the direct guidance from the Department of Health regarding next steps.

Mask Expectations

Masks that cover the nose and mouth must be worn. Masks with perforations are not acceptable. The CDC does not recommend valve masks, see below:

- The purpose of masks is to keep respiratory droplets from reaching others to aid with source control. However, masks with one-way valves or vents allow air to be exhaled through a hole in the material, which can result in expelled respiratory droplets that can reach others. This type of mask does not prevent the person wearing the mask from transmitting COVID-19 to others. Therefore, CDC **does not**



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recommend using masks for source control if they have an exhalation valve or vent.

Masks will be worn:

- By any adult in the building
 - At all times, unless they are in a room by themselves
- By students
 - All times
 - At bus stops and on buses
 - In the hallway
 - In the cafeteria/APR (once seated and physically eating mask will be removed)
 - Going to, and in, the restroom
 - In classrooms
- Every student will be provided with one reusable mask.
- Every staff member will be provided with one reusable mask.
- Masks should be washed every day of use and/or before being used again, or if visibly soiled or damp/wet.
- Disposable masks will be available if needed.

Any visitor entering the school buildings during the academic day will be screened, including a temperature check, upon arrival and before admittance to the school building.

Personal Hygiene and Respiratory Etiquette

Healthy personal hygiene practices will be defined and reviewed with staff members so they can reinforce these practices with students. Appropriate signage will be displayed in school buildings reinforcing proper personal hygiene.

Proper handwashing strategies include:

- washing with soap and water for at least 20 seconds
- washing after using the bathroom
- washing before eating
- washing after nose blowing, coughing, or sneezing
- if soap and water are not available, students and staff will use an alcohol-based hand sanitizer

Hand sanitizer will be provided in all classrooms, at building entrances and other needed areas of the school building.

Hand hygiene should take place:

- upon arrival to school
- before and after snacks
- when entering/departing classrooms
- after blowing nose, sneezing, or coughing
- when hands are visibly soiled.

Students and families will be reminded to wash their reusable face masks to keep them clean.

Students and staff will be encouraged to cover coughs and sneezes.

Accommodations for Students and Staff

Students and staff members may request accommodations based upon a documented need. Parents are encouraged to contact the building principal to discuss the steps in addressing the documented need. Staff members are to contact the Director of Human Resources. Additional information for staff is available in the Staff Center on the District website.



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Contact Tracing

Contact tracing is a key strategy used by health departments to prevent the further spread of infectious diseases. It involves people who have the virus, determining who they have been in contact with, and notifying the contacts for further recommendations concerning potential quarantine to interrupt disease transmission. The Camden County Health Department will conduct all contact tracing for Cherry Hill Public Schools upon notification of a positive COVID-19 test result.

Special Education and Related Services

Self Contained classes

Students in special classes will have the opportunity to attend school on the four days of in-person instruction. They will continue the programs of study as identified in their IEPs including related services. Students participating in a general education classroom for primary instruction will continue to do so as documented in the IEP.

Students in Out of District placement will continue to follow the schedule of the Out of District School.

Behavioral and therapeutic services will continue for students who have the service identified in the IEP or as part of their special education program. Teams will be assigned to specific buildings to ensure continuity of service and to reduce the number of new staff in buildings.

The Week At a Glance

Monday: Teachers will: provide one on one (with an educational assistant) virtual meetings (up to 60 minutes) with students and families as needed, focusing on social-emotional learning and support.

Students will: complete independent practice to reinforce skills, complete independent reading, complete any incomplete or missing assignments

Tuesday-Friday: In person direct instruction will follow the same schedule as your building.

Special Education - Mainstreamed students, In-class Resource, Pull Out Resource

Students who are mainstreamed, have in-class resource and/or pull-out resource room services will continue to receive special education services in the general education setting and will be assigned a cohort.

Related Services - OT,PT, Speech, CST

Related service providers will continue to provide services both virtually and in-person dependent on the student's placement. Teachers and related service providers will allocate time during the Cooperative day to be available for IEP and special education planning meetings (Reevaluation and Eligibility meetings, as well as Identification meetings) with CST to comply with special education timelines. Assistive Technology consultation and services will remain available in person and virtually.

Incorporation of IEP/504 Accommodations

The District remains committed to providing meaningful access for all students including our students with disabilities. This includes providing a free and appropriate public education while recognizing the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. Students eligible for special education and related services or those with 504 plans will receive needed accommodations, supports and services outlined in these plans, to the maximum extent possible. Special education staff work with general education teachers on accommodations and



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modifications to assignments to ensure access to the general education curriculum. As appropriate, special education staff provide instruction in areas identified within the student's IEP. Related Services such as Speech and Language Therapy, Occupational Therapy, and Physical Therapy are provided remotely through virtual learning platforms in addition to consultation. Special education teachers and related service providers are contacting families to check in on materials provided to students. IEP and 504 meetings will continue to be held virtually. Case managers will contact families to schedule times for the meetings.

ESL Services

English language learners will be assigned to an A or B cohort at the respective school with peers. These smaller groupings will allow for more targeted and personalized ESL services. Students will continue to receive services based on language development and acquisition levels from the ESL teacher.

Student Supports During Online Learning

Availability of Professionals - All professionals are available to support students, staff, and families, although the delivery of support may be different from what happens when our schools are open. This support network includes, but is not limited to, teachers, school counselors, CST, nurses, librarians, and mental health professionals. Communication may take place via phone, videoconference, and email. Non-emergency communication beyond the workday or on the weekends should expect return communication the following work day.

Access to Supports - Support teachers (e.g. Special Education, Math Support, Reading Support, English Language Learners) are creating learning activities and/or are providing support through differentiated instruction and/or support plans. These supports are communicated directly from the Support teacher to the classroom teacher or *in special circumstances to the family*. Students who will receive services from support teachers will have opportunities for in-person sessions based on student needs.

Meals Access

The use of an early dismissal schedule will negate the need for lunches to be eaten in school. Elementary students will be permitted to bring a dry, nut free snack to school with them. All students will be permitted to carry a water bottle.

- Breakfast will be served Tuesday through Friday. Grab & Go items will be available for free and reduced price eligible students, as well as for purchase. Food will be eaten in APR (SACC) and /or classroom (we can work out these logistics)
- Lunch will be distributed to students to take home Tuesday through Friday, one meal per day. Items will be mainly Grab & Go type items and will be available for free/reduced price students, as well as for purchase. The middle/high schools will also have ala carte items (chips, drinks etc.) for sale.
- As of right now, there is no extension on the community feeding waiver from the US Department of Agriculture, which expires August 31, 2020. This means we must account for meals served to free/reduced price eligible and paying students after that date. As such, we will need access to the point of sale system when serving or distributing meals. We will also need access to maintain temperature for food items. Meals will be served (breakfast) and distributed (lunch) from APRs and cafeterias.
- We strongly encourage parents to set up an account through PaySchools to purchase meals and food



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items. If cash is used, any change due will be placed on the student's account (not returned to the student).

- Meals for all remote learners (5 days worth of meals total) and hybrid learners (3 days worth of meals total) will be distributed from High School East and High School West on Mondays tentatively from 2:00 p.m. to 6:00 p.m. They will be distributed to F/R eligible students and available for purchase.
- Student meal accounts can be replenished by sending in cash, a personal check, or by using the [PaySchools](#) electronic platform that can be found on the district website.
- Free and Reduced Meal applications may be found and completed [here](#).

School Aged Child Care (SACC)

School Aged Child Care, both before and after school for the days children are attending school in person, will be available. Registration began on July 16, 2020. Details about the registration process are available on the District [website](#).

School Trips

During the hybrid model, all field trips are canceled.

Visitors to Schools

There will be no access for visitors to school buildings. This includes PTA, Art Goes to School, Bookmates, Assemblies. Meetings (504, IEP, guidance, etc) will be held in a virtual format. No outside organizations will be able to use buildings or facilities until at least February 1, 2020. Building principals will share specific guidelines to families regarding contacting the school, dropping off/picking up materials, etc.

District Assessments and Standardized Testing

The State of New Jersey has not made a determination regarding statewide student assessments for the Spring 2021 testing window, including the springtime administration of the New Jersey Student Learning Assessments (NJSLA), ACCESS for ELLs, and the Dynamic Learning Maps (DLM) assessment. Information will be shared when made available. Information about PSAT exams scheduled for Wednesday, October 14, 2020 can be found at www.collegeboard.org and will be shared in the coming weeks by the high school administration.

Athletics

As a New Jersey State Interscholastic Athletic Association (NJSIAA) member school district, Cherry Hill is following the phased implementation of fall sports. On July 30, 2020, the NJSIAA released the following [statement](#): "The NJSIAA welcomes Governor Murphy's stated support for a fall return of high school sports, and we're delighted that our return-to-play plan is in full swing throughout New Jersey. Based on initial reports, we estimate that the majority of our 435 public and non-public, member high schools are running sanctioned workouts, and by next week many will already be in Phase 2. Overall, our student-athletes are currently engaged both in conditioning drills and off-season, simulated play – and initial reports from coaches and school officials are quite positive. But – as is the case with society as a whole – the biggest threat to health and safety comes not from organized activities like athletic practices, but from large, off-field gatherings and parties. We're eager to begin our seasons in



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mid-September, and the degree of success we all enjoy in large part depends on our student-athletes recognizing that risky behaviors could abruptly end their season.

Contingency plans are being developed, but we're strongly committed to our plan and to supporting school administrators as they prepare return-to-school strategies. We strongly urge our member schools to remain hopeful and steadfast in their support of extracurricular opportunities like scholastic sports, particularly given published reports that indicate an absence of structured activities leads teens to engage in activities that spread the virus."

Attendance

At this time, student attendance is accounted for via student engagement in instructional activities and/or through completion of daily assignments or tasks. Attendance will be taken daily at the every school and by class periods at the middle and high schools.

Communication

Between schools and families - Google Classroom, Blackboard and Genesis Parent Portal are the best ways for families to keep up to date on their children's learning material, assignments, grades, schedule, and school updates. Teachers are available for regular office hours during the Cooperative Learning Day. This time can be used for parent and student questions. Teachers communicate via email, phone, and/or videoconferencing, depending on circumstances and need. Email is an efficient way to communicate with teachers. Families are encouraged to check their email regularly for communication from their school and the district.

Between the district and community - The district website will serve as the primary location for storing information related to the WE Return to Learn Plan and the reopening of schools. The district website, www.chclc.org, provides access to all 19 schools.

Technology Support

Students and families can request technical assistance by submitting an email to studentsupport@chclc.org. When emailing for technical support, please provide the following information: Your first and last name, phone number, child's first and last name, child's ID number, and a detailed description of the problem.

Teachers and staff can request technical support by completing a Request for Service (RFS) in the CHPS Staff Center. Please complete the RFS form in its entirety and provide a detailed description of the problem.

Families were surveyed, beginning on July 28, 2020, to determine which students required access to a keyboard enabled device and which students required district support in achieving internet connectivity for their home. Devices will be distributed to all students who request them. Internet support will be provided through internet providers or mobile wifi devices to be distributed to families. Any students whose situation changes may contact the building principal or the technical assistance email address listed above to make a new request to borrow a device.

Video Conference Guidance

Acceptable Use Policy/Student Confidentiality



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Instruction and related services provided through a virtual platform are an extension of the traditional classroom. Student use of technology and the internet must comply with the Board's established Acceptable Use Policy, which can be found on our District website. Students are prohibited from altering, capturing, and/or distributing any video images of classmates and staff members.

In order to protect the privacy of our students and preserve the integrity of our lessons, we also ask that parents refrain from participating in live instruction sessions unless the student cannot access the lesson without a parent's participation. We do understand that the individualized needs of some students may necessitate support or participation by a parent/guardian during a virtual session. Please contact your child's building principal if you have questions or concerns about your child's ability to participate in virtual group instruction independently.

For students participating in remote counseling and/or other related services sessions, we ask that parents/guardians take particular care in ensuring that they and other individuals in the home do not hear or see the sessions. Sharing information regarding the identity of other students in the group or the contents of the discussion is expressly prohibited.

If you have any questions about your child's program, then please contact your child's principal or case manager.

Guidance for Parents

- Real-time video-conference sessions (Google Meet, etc.) provide a valuable connection for students and teachers. Students are encouraged to participate.
- Remember, direct instruction lessons may involve two-way camera and audio usage. (This means that the instructor will likely see and hear what is occurring in the home, including what is said and worn.)
- Do not audio/video record lessons.
- Please maintain the confidentiality of other students if your child participates in a group lesson.
- If you have questions or concerns, please email your child's teacher **after** the lesson is complete. Doing so enables the teacher to focus on the instructional activity.
- Video-conferencing is a special time for the teacher to connect with the students. We appreciate you being quiet observers. If there are technical difficulties, please help out. If you have questions or concerns, please reach out to your teacher via email.

Guidance for Students

- Make sure to stay in one spot and sit still during the virtual meeting.
- Don't interrupt when someone is talking.
- Don't eat or drink during our virtual meeting. Help everyone hear each other and focus.
- Keep yourself on MUTE until it is your turn to speak.
- Be on time. Our meetings are timed.
- Student cameras will be on during live interactions.
- Make sure family members / pets know not to interrupt you during this time.
- Make sure you dress appropriately!

Parent University

To ensure that parents, guardians, caregivers, and those who have supported students during these unprecedented times are equipped to manage learning within a hybrid/ remote learning environment, we will be providing Parent Education Courses. The courses will be online and facilitated by the District Technology Coach.



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The sessions will be live, interactive, and offer a question and answer portion. The courses will begin in late August and will be advertised on the district website.

Pandemic Response Teams

There will be a Pandemic Response Team established for the school district, that will transition from the Return to Work Committee. The Director of Operations will chair the district's Pandemic Response Team and will report directly to the Superintendent.

Pandemic Response Teams will be established at all 19 schools. The Pandemic Response Team members will include: School Principal, Child Study Team Member, School Counselor, School Nurse, Member of the School Safety Team, Teachers, Head Custodian, Parent, student (at the high school level). The school based teams will report out to the district level team.

Transportation

Transportation will be provided for all students who are eligible to receive transportation as established by the guidelines of [Policy 8600 - Transportation](#) and [Policy 8670 - Transportation of Special Needs Students](#). Students are required to wear a mask at the bus stop and during their entire time on the bus. Bus seats will be assigned to every student. Students are expected to remain in their assigned seats for the duration of their time on the bus. Students who live at the same address will be permitted to sit in the same seat on the bus. The bus driver will wear a mask the entire time on the bus. The high touch areas will be disinfected in between each bus run.

Facilities Cleaning Practices

A revised cleaning procedure manual has been developed for use in all district facilities. This comprehensive manual establishes schedules for increased clearing and disinfection, including targeted cleaning of high touch surfaces and objects. A sanitization schedule for restrooms will be used and there is a monitoring checklist that will be reviewed by supervisory staff.

Electrostatic misters have been purchased for the sanitization of the buildings each evening. A full training on the use of the misters will take place on August 17, 2020. The protocols will be shared with the community.

Cleaning and Disinfection

- Schools should follow standard procedures for routine cleaning and disinfecting with an EPA-registered product for use against SARS-CoV-2. This means at least daily sanitizing surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys. Increasing the frequency of cleaning when there is an increase in respiratory or other seasonal illnesses is always a recommended prevention and control measure.

Cleaning and disinfecting after



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- Notification of a confirmed case of COVID-19:
 - o As long as routine cleaning and disinfecting have been done regularly (at least daily), additional cleaning measures are not necessary unless the COVID-19 positive person is in school on the day school officials are notified of the positive test. Depending on when the person with COVID-19 was last on site, it may be difficult to know what areas they were in and what objects or surfaces they may have touched after they became sick.
 - o If routine cleaning and disinfection have not been performed at least daily, or if the COVID-19 positive person is in school the day school officials are notified, close off areas used by the person who tested positive for COVID-19 (e.g. offices, bathrooms, classrooms, and common areas), open outside doors and windows to increase air circulation in the area and wait 24 hours after the COVID-19 positive person was last in school before cleaning and disinfection. If it has been more than 7 days since the person who tested positive for COVID-19 was at school, additional cleaning and disinfection is not necessary. Cleaning staff should clean and disinfect all areas used by the ill person such as offices, classrooms, bathrooms, common areas, and shared electronic equipment (like tablets, touch screens, keyboards, remote controls), focusing especially on frequently touched surfaces. Once area has been appropriately disinfected, it can be opened for use.
 - An individual becomes ill with COVID symptoms and meets COVID-19 exclusion criteria while in school (refer to COVID-19 Regional Risk Matrix):
 - o Immediately close off areas used by the person who is sick with COVID-19 symptoms (e.g. offices, bathrooms, classrooms, and common areas), open outside doors and windows to increase air circulation in the area and wait 24 hours before cleaning and disinfection.
 - o Cleaning staff should clean and disinfect all areas used by the ill person such as offices, classrooms, bathrooms, common areas, and shared electronic equipment (like tablets, touch screens, keyboards, remote controls), focusing especially on frequently touched surfaces. Once area has been appropriately disinfected, it can be opened for use.

Thank you for your continued support and collaboration throughout Online Learning. We know we will continue to meet these challenges together!



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Preparing for Illness

Schools should ensure that procedures are in place to identify and respond to when a student or staff member becomes ill with COVID-19 symptoms.

- Closely monitor daily reports of staff and student attendance/absence and identify when persons are out with COVID-19 symptoms.
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.
- Designate an area or room away from others to isolate individuals who become ill with COVID-19 symptoms while at school.
 - An area separate from the nurse's office would be ideal for the isolation area so the nurse's office can be used for routine visits such as medication administration, injuries and non COVID-19 related visits.
 - Ensure there is enough space for multiple people placed at least 6 feet apart.
 - Ensure that hygiene supplies are available, including additional cloth masks, facial tissues, and alcohol-based hand sanitizer.
 - School nurses should use Standard and Transmission-Based Precautions based on the care and tasks required.
 - Staff assigned to supervise students waiting to be picked up do not need to be healthcare personnel and should follow social distancing guidelines.

COVID-19 Symptoms

While some children and infants have been sick with COVID-19, adults make up most of the known cases to date. Early research suggests that fewer children than adults with COVID-19 get a fever, cough, or shortness of breath. Few children with COVID-19 have had to be hospitalized. However, severe illness has been reported in children, most often in infants less than a year.

Some children have developed multisystem inflammatory syndrome (MIS-C). Currently, information about this syndrome is limited.

According to the CDC, children do not seem to be at higher risk for getting COVID-19. However, some people, including children with special health care needs, may be at higher risk. Those at increased risk include:

- Older adults
- People who have serious chronic medical conditions like:
 - Cancer
 - Chronic kidney disease
 - COPD
 - Immunocompromised state from solid organ transplant
 - Obesity (body mass index of 30 or higher)



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- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes

Signs and symptoms of COVID-19 in children may be similar to those of common viral respiratory infections or other childhood illnesses. The overlap between COVID-19 symptoms and other common illnesses means that many people with symptoms of COVID-19 may actually be ill with something else. This is even more likely in young children, who typically have multiple viral illnesses each year. Individuals with COVID-19 have had a wide range of symptoms reported – ranging from mild to severe illness. There is not a single symptom that is uniquely predictive of a COVID-19 diagnosis. A COVID-19 viral test is needed to confirm if someone has a current infection. Symptoms may appear 2-14 days after exposure to the virus and include the following:

- 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.

Parents should not send students to school when sick.

School staff should have plans to isolate students with overt symptoms of any infectious disease that develop during the school day. For school settings, CDC recommends that students and staff with the following symptoms be promptly isolated from others and excluded from school:

- At least two of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion or runny nose;
OR
- At least one of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder, new taste disorder.

When Illness Occurs Within the School Setting

Children and staff with COVID-19 symptoms should be placed away from others and asked to wear a face covering/mask until they can be sent home. Per state policy, all students' (age 2 and older) noses and mouths should be covered with a mask or cloth face covering. If a mask is not tolerated by the ill student or staff member due to their illness, other staff should be sure to adhere to the universal face covering policy and follow social distancing guidelines (6 ft. away).



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- Ask ill student (or parent) and staff about potential exposure to COVID-19 in the past 14 days:
 - Close contact (within 6 feet of an infected person for at least 10 minutes) with a person with confirmed COVID-19
 - Travel to an area with a high level of COVID-19 transmission
 - NJ travel advisory list:
<https://covid19.nj.gov/faqs/nj-information/travelinformation/which-states-are-on-the-travel-advisory-list-are-there-travelrestrictions-to-or-from-new-jersey>
 - International travel advisory:
<https://www.cdc.gov/coronavirus/2019-ncov/travelers/after-travel-precautions.html>
 - Individuals should be sent home and referred to a healthcare provider for evaluation on whether testing is needed. Testing for COVID-19 is recommended for persons with COVID-19 symptoms.
 - If COVID-19 risk is low (or COVID-19 Regional Risk Matrix, green), ill individuals without potential exposure to COVID-19 should follow the NJDOH School Exclusion List. No public health notification is needed UNLESS there is an unusual increase in the number of persons who are ill (over normal levels), which might indicate an outbreak.
 - If ill students have potential COVID-19 exposure OR if COVID-19 risk is moderate or high (COVID-19 Regional Risk Matrix, yellow or orange), they should be excluded according to the COVID-19 Exclusion Criteria.
- Schools should notify the Local Health Department when students or staff are ill and have potential COVID-19 exposure, are ill when COVID-19 risk level is high (orange), or when they see an increase in the number of persons with compatible symptoms. Schools should be prepared to provide the following information when consulting with the LHD:
 - Contact information for the ill persons;
 - The date the ill person developed symptoms, tested positive for COVID-19 (if known), and was last in the building;
 - Types of interactions (close contacts, length of contact) the person may have had with other persons in the building or in other locations;
 - Names, addresses, and telephone numbers for ill person's close contacts in the school;
 - Any other information to assist with the determination of next steps.
- Immediately close off areas used by the person who is sick, open outside doors and windows to increase air circulation in the area and wait 24 hours before you clean or disinfect. Clean and disinfect all areas used by the person who is sick as outlined in cleaning and disinfection section, including isolation area. Once area has been appropriately disinfected, it can be opened for use.
 - If the number of ill students exceeds the number of isolation areas and the areas cannot be closed for 24 hours, clean and disinfect between ill persons.
- Notify the school community as per school protocol.

When Someone Tests Positive for COVID-19

Schools should ensure that parents and staff notify school authorities if they test positive for COVID-19. Schools should notify the Local Health Department and provide the following information, where available:

- Contact information for the person(s) who tested positive for COVID-19;



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- The date the COVID-19 positive person developed symptoms (if applicable), tested positive for COVID-19 (if known), and was last in the building;
- Types of interactions (close contacts, length of contact) the person may have had with other persons in the building or in other locations;
- Names, addresses, and telephone numbers for ill person's close contacts in the school;
- Any other information to assist with the determination of next steps. As long as routine cleaning and disinfecting have been done regularly (at least daily), additional cleaning measures are not necessary unless the COVID-19 positive person is in school on the day school officials are notified of the positive test.
- Notify the school community as per school protocol.

COVID-19 Illness and Test Result Scenarios

Standard exclusion criteria: If ill individuals have been given an alternate diagnosis by a healthcare provider, they should follow the NJDOH School Exclusion List.

COVID-19 exclusion criteria: Ill individuals with suspected or known COVID-19 should stay home until at least 10 days have passed since symptom onset and at least 24 hours have passed after resolution of fever without fever reducing medications and improvement in symptoms. Persons who test positive for COVID-19, but who are asymptomatic should stay home for 10 days from the positive test result.

LHDs should use the COVID-19 Exclusion Table when providing guidance for schools on exclusion based on the level of COVID-19 risk in their region.

Outbreaks: While schools must report single cases to their Local Health Department, the Local Health Departments should work with schools to determine if there is an outbreak. An outbreak in school settings is defined as two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

Closure

The COVID-19 Regional Risk Matrix is one tool that can inform the decision-making process for school districts when considering when remote learning might be indicated. Local circumstances should be considered when making decisions impacting specific school districts and schools. Many factors would need to be considered when deciding to close schools such as the distribution of cases within the school. Closure is a local decision that should be made by school administrators in consultation with local public health. While it is not possible to account for every scenario that schools may encounter over the course of the school year, the following scenarios may help inform the decision for when schools should temporarily close.



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SCENARIO	CLOSURE
1 confirmed case in the school	School remains open*; students and staff in close contact with positive case are excluded from school for 14 days.
2 or more cases in the same classroom (outbreak limited to one cohort)	School remains open*; students and staff in close contact with positive case are excluded from school for 14 days. Recommendations for whether the entire classroom would be considered exposed will be based on public health investigation.
2 or more cases within 14 days, but are linked to a clear alternative exposure that is unrelated to the school setting and unlikely to be a source of exposure for the larger school community (e.g. in same household, exposed at the same event outside of school)	School remains open*; students and staff in close contact with positive cases are excluded from school for 14 days.
2 or more cases within 14 days, linked together by some activity in school, but who are in different classrooms (outbreak involving multiple cohorts)	Recommendations for whether school closure is indicated will be based on investigation by local health department.
A significant community outbreak is occurring or has recently occurred (e.g., large event or large local employer) and is impacting multiple staff, students, and families served by the school community	Consider closing school for 14 days, based on investigation by local health department.
2 or more cases are identified within 14 days that occur across multiple classrooms and a clear connection between cases or to a suspected or confirmed case of COVID-19 cannot be easily identified (outbreak involving multiple cohorts)	Close school for 14 days.
Very high risk of community transmission (refer to COVID-19 Regional Risk Level Matrix)	Close school until COVID-19 transmission decreases

* Note: A temporary closure may also be considered for a period of 2-5 days if a student or staff member attended school while potentially infectious, before being confirmed as having COVID-19. This short-term dismissal allows time for local health officials to gain a better understanding of the COVID-19 situation impacting the school and perform contact tracing.

Period of closure: After switching to remote learning due to high levels of viral transmission in the school or local geographic community, districts or schools should wait a minimum of 14 days before bringing any students back for in-person learning. This timeframe is sufficient so that most people in the school community who will develop symptoms as a result of a school exposure could be identified and self-isolate, as appropriate.



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COVID-19 Exclusion Table: *Exclusion criteria for staff, students and close contacts*

	Low Risk	Moderate Risk	High Risk	Very High Risk
COVID-19 positive (viral test), symptomatic or asymptomatic	Exclude according to COVID-19 exclusion criteria Work with local health department to identify and exclude close contacts for 14 days from last exposure	Exclude according to COVID-19 exclusion criteria Work with local health department to identify and exclude close contacts for 14 days from last exposure	Exclude according to COVID-19 exclusion criteria Work with local health department to identify and exclude close contacts for 14 days from last exposure	Not Applicable (remote learning)
COVID-19 symptoms but not tested for COVID-19 and no alternate diagnosis	If no potential exposure to COVID-19 in the last 14 days, individual can follow NJDOH School Exclusion List If person has potential exposure to COVID-19 in the last 14 days, exclude according to COVID-19 exclusion criteria .	Exclude according to COVID-19 exclusion criteria	Exclude according to COVID-19 exclusion criteria Work with local health department to identify and exclude close contacts for 14 days from last exposure, or until symptomatic individual tests negative for COVID-19 or receives an alternate diagnosis from a medical provider	
COVID-19 symptoms and negative COVID-19 test	Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve	Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve	Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve	
COVID-19 symptoms BUT with alternate diagnosis from a healthcare provider	Exclude individual based on diagnosis, using NJDOH School Exclusion List	Exclude individual based on diagnosis, using NJDOH School Exclusion List	Exclude individual based on diagnosis, using NJDOH School Exclusion List	
Close contact of COVID-19 positive staff or student or to someone with COVID-19 symptoms (high risk level only)	Close contacts of persons who test positive for COVID-19 should be excluded through 14 days from date of last contact.	Close contacts of persons who test positive for COVID-19 should be excluded through 14 days from date of last contact	Close contacts of persons who test positive for COVID-19 should be excluded through 14 days from date of last contact. Close contacts of an individual with COVID-19 symptoms should be excluded through 14 days from date of last contact, or until ill individual receives an alternate diagnosis or tests negative for COVID-19.	



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2020-2021 School Calendar

The 2020-2021 school calendar is still in effect, and thus weekends, holidays, and Winter Break (December 24-January 4) will occur as scheduled. The cohort day schedule is available on the district website through January 29th for your planning purposes. If it appears that the hybrid model of instruction will be extended past February 1, 2021, an updated cohort calendar for the remainder of the school year will be provided in December.

2020-2021 CALENDAR

SEPTEMBER 2020						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2020						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2021						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2021						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2021						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2021						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September (16 Student Days)

- 3 Full Day Teacher in-service
- 4 Full Day Teacher in-service
- 7 Labor Day
- 8 Students report - 1st Day
- Early Dismissal - Elem. Only
- 28 Schools Closed

October (22 student days)

- 14 Early Dismissal High School Only

November (16 Student Days)

- 5,6 NJEA Convention
- 13 Full Day Teacher in-service
- 25 Early Dismissal All Schools
- 26,27 Thanksgiving Recess
- 30 Early Dismissal Elementary & Middle School Only (Conferences)

December (17 Student Days)

- 1,2,3 Early Dismissal Elementary & Middle School Only (Conferences)
- 23 Early Dismissal All Schools
- 24-31 Winter Recess

January (19 Student Days)

- 1 Winter Recess
- 18 Martin Luther King's Birthday

February (18 Student Days)

- 12 Full Day Teacher in-service
- 15 Presidents' Day

March (20 Student Days)

- 29-31 Spring Break

April (20 Student Days)

- 1 - 2 Spring Break

May (20 Student Days)

- 31 Memorial Day

June (14 Student Days)

- TBD Graduation - East
- TBD Graduation - West
- 18 Last Day of School
- 21 Full Day Teacher in-service (FLEX DAY)

182 Student Days/187 Teacher Days

Incident Weather Make Up Days:

- Feb. 15th
- Mar. 29th
- Mar. 30th
- Mar. 31st

If additional days are needed for either students and/or staff, they will be added to the end of the school year accordingly.

- No classes on days that are shaded.
- Circle indicates early dismissal for all students and staff.
- Last three days of school are early dismissal for elementary & middle schools. Schools will provide details.
- Early dismissal times: Grades Pre-K-5: 1pm; Grades 6-8: 12:15 pm; Grades 9-12: 11:45 am.

This calendar is subject to change! Check the district website (www.chclc.org) for updates.