



Tenafly Public Schools

School Year 2020-21: *Welcome Home*

Mackay, Maugham, Smith and Stillman Elementary Schools

Tenafly Middle School

Tenafly High School

Central Office

20 July 2020

Shauna C. DeMarco, Superintendent



**First Things First:
Addressing the (non)Expectations**



What Not to Expect . . .

- ★ *Do Not Expect* A Quick Presentation
- ★ *Do Not Expect* All Questions to be Answered
- ★ *Do Not Expect* To Hear About Choices not yet Granted by the DOE
- ★ *Do Not Expect* To Hear an Answer to “What Happens If/When a Staff/Student Tests Positive?”
- ★ *Do Not Expect* To Hear That There is No Risk
- ★ *Do Not Expect* Educators to Speak as Medical Professionals
- ★ *Do Not Expect* To Be “Happy” with the Plan
- ★ *Do Not Expect* Assertion that this Plan is Complete
- ★ *Do Not Expect* All Details to be Outlined
- ★ *Do Not Expect* That a Question You Ask is One We Have Not Raised
- ★ *Do Not Expect* Community-wide Agreement
- ★ *Do Not Expect* To Hear About School as We Knew It to Be



What You CAN Expect . . .

- ★ *Do Expect* A Comprehensive Presentation
- ★ *Do Expect* Many General Questions to be Answered
- ★ *Do Expect* Enough Information to Paint a Picture of Fall 2020-21
- ★ *Do Expect* To Hear About How We are Meeting/Exceeding Compliance with All DOE Requirements to Date
- ★ *Do Expect* To See Tremendous Effort in All Areas Addressed
- ★ *Do Expect* Medical Professional Input Serving as a Driving Force
- ★ *Do Expect* To See a Plan that Considers Widespread Opinion
- ★ *Do Expect* A Commitment to Continuing to Advance this Plan
- ★ *Do Expect* That the Same Questions are Keeping Us All Up at Night
- ★ *Do Expect* That Your Personal Feelings are Validated and Recognized
- ★ *Do Expect* A Plan That Continues Tenafly Traditions and Upholds Tenafly Values



Presentation Overview



Presentation Organization

- ★ **Part I:** Planning and Preparing to *Welcome You Home*
 - Pre-Receipt of NJDOE Guidance
 - Post-Receipt of NJDOE Guidance
 - Research, Regulations, Related Professionals and Community Outreach
 - Establishing Our Programming Values
 - Enhancing and Preparing Our Physical Spaces
 - Enhancing and Preparing Our Technology
 - Establishing Our Practices: Cleaning and Personal Health & Safety
 - Assessing and Addressing Staffing Needs
- ★ **Part II:** Restart Plan: *Welcoming You Home*
 - Phased-In Programming at Each Level: Elementary, Middle and High
 - Alternative Programming
 - Personalizing Learning
 - Social Emotional Learning and Related Services
 - Physical Education and Athletics
 - Closure and Credits



Part I: Planning & Preparing to
Welcome You Home



**Pre-Receipt of NJ State Guidance:
May - June**



Return To School Think Tanks estab. May 2020

- ★ Elementary School Planning
- ★ Middle School Planning
- ★ High School Planning
- ★ SEL and Related Services
- ★ Personalizing Learning
- ★ Personnel/Staffing Considerations
- ★ Facility/Safety Considerations
- ★ Technology Considerations
- ★ Financial Considerations



Think Tank Tasks

- . Consider four potential scenarios:
 - . 1. *Scenario A*: A Traditional Program with few, if any, restrictions in place
 - . 2. *Scenario B*: A Modified Traditional Program with CDC (or similar) guideline adherence
 - . 3. *Scenario C*: Modified Blended Programming with CDC (or similar) guideline adherence
 - . 4. *Scenario D*: Full Distance Learning Program
- . Answer the following for each: What does it physically look like? How can it be accomplished? How can challenges be overcome?

- . Seek input from the school community
- . Sketch a black and white draft framework for each scenario



Timeline of Work *(May 10 - June 10)*

- ★ **May 10:** Launched a Continuous Deep Dive into Reentry Guidance and Best Practices - national and international. This work remains continuous through today . . .
 - Research review (medical, SEL, Educational)
 - Virtual Seminar attendance (Israel, Denmark, South Korea, etc.)
 - Plan Sharing/Collaboration with Colleagues, state-wide and nation-wide (Michigan, Georgia, Maryland, Pennsylvania, etc.)
 - Routine meetings with Colleagues in County and in “ Like” Districts (eg: Millburn, Princeton, Livingston, Ridgewood, etc.)

- ★ **June 10:** 4 Fall Scenario Framework Drafts were Completed for Each Level
 - Key Reentry Target Issues Remained Unknown: Funding; Policy; School Opening Status; Health Conditions/Second Wave

The Road Back: Moving Forward Cautiously

Maximum restrictions

STAGE 1

STAGE 2

STAGE 3

New normal

Description

Most staying at home
Activity largely limited to crucial activities

Restrictions relaxed on low-risk activities if appropriately safeguarded

Additional activities permitted that can be easily safeguarded

Most activities allowed with significant safeguarding

Economic and social activity back to normal with a new resilience

Precautions applying across stages

- Work that can be done at home should continue to be done at home
- Clinically high-risk individuals who can stay at home should continue to do so
- All residents and businesses should follow State & Federal safeguarding guidelines:



Wash hands



Respect social distancing



Disinfect workplaces and businesses



Wear masks in public



Minimize gatherings



No mass gatherings



	China	Denmark	Norway	Singapore	Taiwan
Context	Gradual reopening since March	Opened April 15 for children up to age 12	Opened April 27 for Grades 1–4	Opened until April 8, then closed due to non-school-related outbreak	Never fully closed; local, temporary closures as needed
Health screening	Temperature checks at least twice daily	Temperature checks on arrival	Temperature checks on arrival	Temperature checks twice daily	Temperature checks on arrival
Quarantine and school closure policy	Quarantine if sick until symptoms resolve	Stay home 48 hours if sick	Stay home if sick until symptom-free 1 day	Quarantine required and legally enforced if one has had close contact with a confirmed case; school closes for deep cleaning if case confirmed	Class is suspended 14 days if one case confirmed, school suspended 14 days if 2+ cases
Group size and staffing	Class size reduced from 50 to 30 in some areas of the country	Class sizes reduced to accommodate 2-meter (6 feet) separation in classrooms; non-teaching staff provide support	Maximum class size 15 for Grades 1–4, 20 for Grades 5–7	No maximum class size; classrooms are large enough to ensure 1–2 meter (3–6 feet) separation	No maximum class size; students in stable homerooms; subject-matter teachers move between classes
Classroom space/physical distancing	Group desks broken up; some use dividers	Physical distancing (2 meters) within classrooms; use of outdoor space, gyms, and secondary school classrooms	Physical distancing within classrooms; use of outdoor space encouraged	Group desks broken up in Grade 3 and up; 1–2 meter (3–6 feet) distance maintained	Group desks broken up; some use dividers
Arrival procedures	Designated routes to classes; multiple entrances	No family members past entry; staggered arrival/dismissal	No family members past entry; staggered arrival/dismissal	No family members past entry; parents report travel; staggered arrival/dismissal	No family members past entry
Mealtimes	Eat at desks or, if cafeteria used, seating is assigned in homeroom groups	Sit well apart while eating; no shared food	Eat at desks or, if cafeteria used, homeroom groups enter in shifts	Assigned seating in cafeteria with 1–2 meter (3–6 feet) spacing	Eat at desks; some use dividers
Recreation	Some schools have suspended physical education	Students play outside as much as possible; play limited to small groups within homeroom	Students sent outside as much as possible; play limited to small groups; outdoor space divided and use is staggered	Inter-school sports suspended; small-group play time staggered	Sports and physical education suspended
Transport	Using “customized school buses” with seats farther apart to limit proximity	School buses allowed; only one student per row	Private transportation encouraged; one student per row on buses	Still running buses and public transit	Still running buses and public transit, cleaning at least every 8 hours
Hygiene	Masks required, provided by the government; frequent handwashing	Frequent handwashing; posters and videos provided	Staff training on hygiene standards; frequent handwashing; posters and videos provided	Frequent handwashing; posters and videos provided	Masks required, provided by the government; windows and air vents left open
Cleaning	Guidance for cleaning, disinfecting, and waste disposal	Guidance for cleaning and disinfecting; government provides cleaner, thermometers	Guidance for frequent and thorough cleaning; disinfecting not required; students help clean	Common areas cleaned frequently (e.g., every 2 hours); students help clean	Detailed guidance for cleaning and disinfecting common areas

Health and Safety Guidelines From Other Countries



Sourcing Best Practices-Thank you, Mt. Olive Schools!



- ❑ [Maryland](#)
- ❑ [Kentucky](#)
- ❑ [Illinois](#)
- ❑ [Reentry across the globe](#)
- ❑ [9 Ways Schools Will Look Different When \(And If\) They Reopen](#)
- ❑ [Learning From Post-Katrina](#)
- ❑ [Guidelines for Athletics](#)
- ❑ [American Academy of Pediatrics Planning Considerations: Return to In-person Education in Schools](#)



**Post-Receipt of NJ State Guidance:
June 26 - July 19**



June 26

NJDOE releases

NJDOE: The Road Back

Showcased at Governor's Daily Media Briefing

104-pages intended to provide guidance for the return-to-school



Categorical Areas of Attention

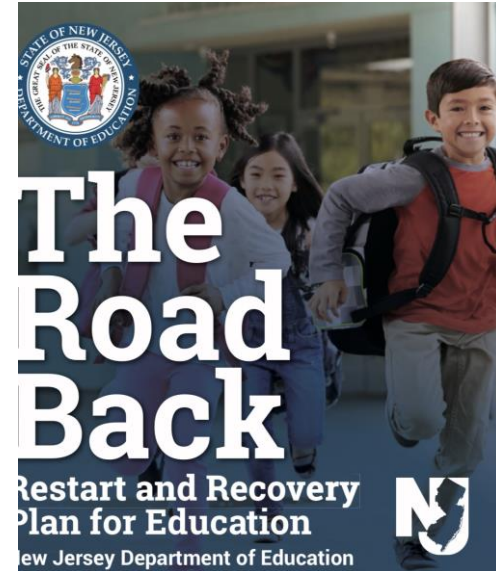
(as per 104 pages of NJDOE Report)

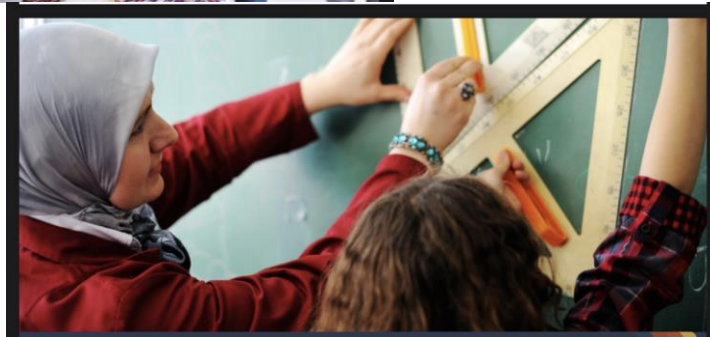
- Physical health and wellness
- Social-emotional wellness
- Academic wellness
- Screening processes
- Cohorting
- Achieving social distance
- Implementation of alternatives when social distancing is not achievable (physical barriers)
- Implementation of face coverings
- Avoiding/ minimizing shared items
- Optimizing indoor space for accommodating people and necessary curricular items; removing the rest
- Use of multiple doors for entrance/dismissal
- Optimizing outdoor spaces
- Repurposing spaces in order to avoid use of poorly ventilated spaces
- Cleaning and Sanitization
- Professional Protective Equipment: students and staff
- Minimizing movement of groups whenever possible
- Keeping Current: How do new “orders” affect schools (eg: mask-wearing outdoors, ban on all indoor dining) despite no receipt of updated school guidance?



Hmmm..

Illustrations in NJDOE Report: Perception or *Deception*?







Timeline of Work *(June-July)*

★ June 26 - July 10: “Painting it Done”

- Understanding NJDOE requirements . . . and accepting the lack thereof
- Determining Tenafly Values and planning in accordance with regulations
- Opening up Seats at each school/department table to multiple stakeholders
- NJDOE Mandated Teams: “Restart Committee” and “School-Based Pandemic Response Teams”
- Mini-meetings (Parents, Staff, Students, Board Trustees, Committees and Teams)
- Surveys: Conducted, Collected, and Analyzed
- Health Professionals/Administrators Roundtable: (School Physician, Nurses, 3 Tenafly “Physician Parents” and Administrators
- Continuous Conferences with Colleagues at local, state, and national levels
- Synthesizing the best programs for each level to develop a district approach



Timeline of Work *(June-July)*

- ★ **July 13 - 22** Presentation of work to date to TBOE and to school staff ; Video Share-Outs to Community; District Restart Committee Review; School Pandemic Teams' Review; Final Revisions based on Feedback; Professional Development explored, developed and launched
- ★ **July 20:** TBOE Public Presentation
- ★ **July 21-24:** Formal Report Composition and Submission to County Office/NJDOE before **JULY 27;**
- ★ **July 27 through August:** Continuing Collaborations, Committee Work, Curriculum-Related Work, Purchasing, Virtual Community Sessions; Detail Development; Assistive videos and seminars for parents, staff and students



The Simple Takeaway . . .



Framework for Success



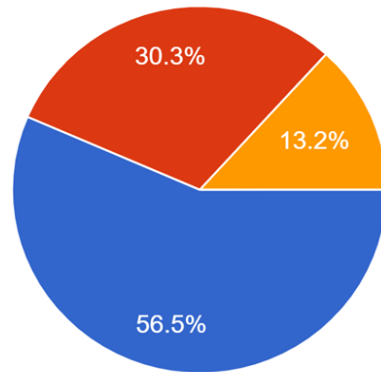
Academically Speaking



Listening to Our Students' Families: *What do you want?*

Given the state's focus on returning students to school, select the statement that best meets your current preference

1,202 responses



- I seek to have my child in school as much as possible. I am comfortable with modifications such as the use of physical barriers, students facing the same way, etc. IF 6ft of space between...
- I do not support any modification other than my child maintaining a distance of at least 6ft from others at all times. I understand this will result in not havin...
- I am not sure about my preference at this time.

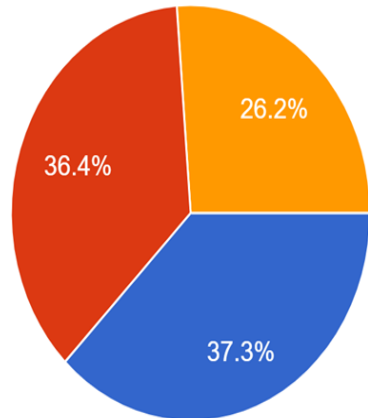


Listening to Our Staff:

What do you want?

Given the state's focus on returning students to school, select the statement that best meets your current preference

343 responses



- I seek to be in school as much as possible. I am comfortable with modifications such as the use of physical barriers, students facing the same way, etc. IF 6ft of space between...
- I do not support any modification that does not allow me to maintain a distance of at least 6ft from others at all times.
- I am not sure about my preference at this time.

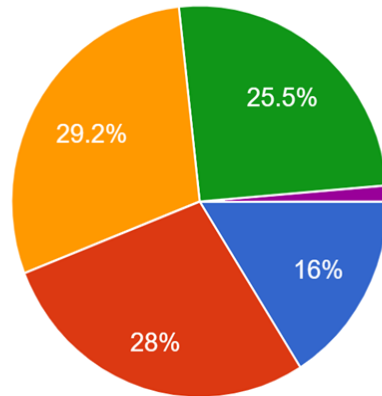


Recognizing Feelings



Listening to Our Students' Families: *What are you feeling?*

Generally speaking, my current level of fear/worry about my child's physical health with the anticipated return to "in-person" school in the fall can be categorized as
1,210 responses



- I have no fear/worry at this time
- Minimal level of fear/worry
- Moderate level of fear/worry
- High level of fear/worry
- I'm not sure how I'm feeling about it at this time

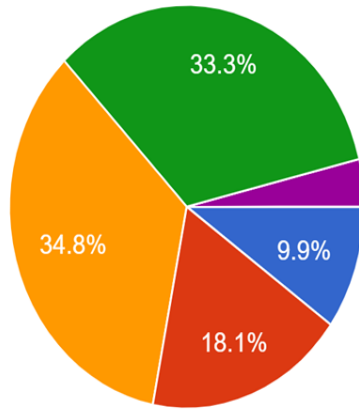


Listening to Our Staff:

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- High level of fear/worry
- I'm not sure how I'm feeling about it at this time

Backwards by Design



The Collective Goal is Evident:

As many students and staff in school for full school days as soon as possible

But . . .

We must also work as a collective in our approach to achieve this goal



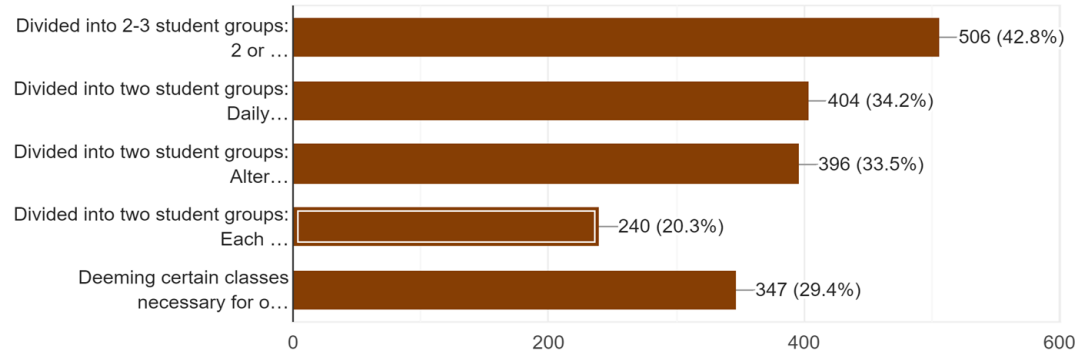
More Data for Best Decision-Making



Listening to Our Students' Families

If not all students can be accommodated in schools on all days, given the compliance regulations, which approach(es) would you prefer for your child?

1,181 responses



Divided into 2-3 student groups: 2 or 3 onsite days per week for each group of students, with remaining days devoted to project-based work/remote learning - 42.8%

Divided into two student groups: Daily onsite sessions for 2-2.5 hours (AM or PM) with remaining hours devoted to project-based work/remote learning - 34.2%

Divided into two student groups: Alternating Days onsite/offsite; offsite days devoted to project-based learning and remote instruction - 33.5%

Divided into two student groups: Each group has a full week onsite, followed by a full week offsite, (in static cohorts) with offsite days devoted to project-based learning and remote instruction - 20.3%

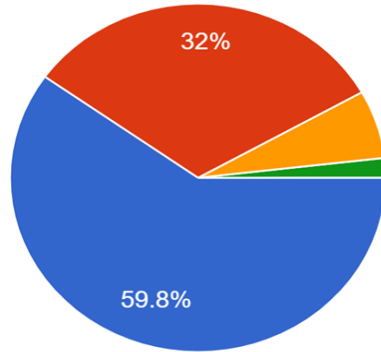
Deeming certain classes necessary for onsite instruction and using remote learning for other classes (students' onsite schedule would vary by day and time) - 29.4%



Listening to Our Students' Families

If students were required to join “live” classes with teachers online on multiple days each week, this would

1,198 responses



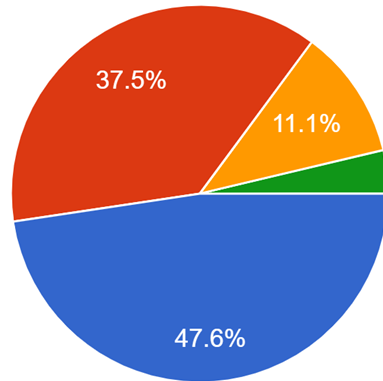
- Not have an impact on our household
- Have slight impact on our household, but we could adapt
- Have an impact on our household that would be difficult for us to adapt to
- Cause complete disruption to our household and would not be achievable for our family



Listening to Our Staff

If students were required to join “live” classes with teachers online on multiple days each week, this would

296 responses



- Not have an impact on my household
- Have slight impact on my household, but we could adapt
- Have an impact on my household that would be difficult for me to adapt to
- Cause complete disruption to my household and would not be achievable for my family



Grounding Our Plan in Our Values



Programming Values of Tenafly

- ★ We value the *physical health and safety of all students and staff*, in our facilities and online.
- ★ We value *social-emotional wellness and the need to support feelings of safety and comfort* in the new “normal” for all students and staff.
- ★ We value *communication, visibility, connections and partnerships with families*.
- ★ We value the creation of *welcoming spaces and structures* to ease the transition back to school.
- ★ We value the significance of *connecting before the start of school*, the *communication of new expectations prior to re-entry* into our schools, and *keeping staff and families informed* along this entire journey.



Programming Values of Tenafly

- ★ We value the *teacher role* in student development and instruction.
- ★ We value the *Tenafly curriculum and its delivery* in the most “normal” ways possible.
- ★ We value *routine and structure, equity and rigor, cooperative learning opportunities and the interpersonal connections* as necessary components of learning.
- ★ We value *investments in time* for determining students’ *personalized learning needs*.
- ★ We value *investments in time* for *assessing and addressing specific individual learning needs*.
- ★ We value *smooth transitions, educator flexibility, and Responsive Classroom techniques*.



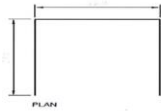
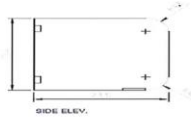
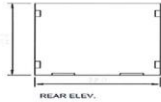
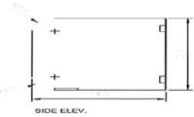
Enhancing & Preparing Our Physical Spaces



Enhancements to our Physical Facilities



PlexiClass Corporation
323 Fifth Ave - Pelham, NY
(877)777-PLEXI
(877)777-5394
info@plexiclass.us





Enhancements to our Physical Facilities



These Partitions are on wheels, may be connected to one another, and covered for privacy when partitioning off large spaces into smaller ones



Enhancements to our Physical Facilities





Enhancements to our Physical Facilities





Enhancements to Physical Facilities

- Seize outdoor spaces available and optimize student/staff learning time in the outdoors through the use of tents and other structures as well as partitioned areas
- Optimization of Large Indoor Spaces: Gymnasiums, Auditoriums, Libraries, etc.
 - Use of partitions/barriers to section off large spaces
 - Allow for socially-distanced small group instruction; class instruction; therapy/related service provisions, etc.



Enhancing and Preparing Our Technology



Enhancements in District Technology

- Upgrades to district infrastructure
- Reduced Internet/Network Traffic
 - Recommendations for Google Meet options that will minimize data use/device
 - Modifications to district network and internet traffic to prioritize instructional sites
 - Revoking and/or Limiting the BYOD access to students and/or staff to reduce other devices from using internet bandwidth.
 - Change guest wireless system to limit use
 - Restrictions enacted for student owned devices as used during NJSLA.



Enhancements in District Technology

- Zoom Carts for Middle & High School to host virtual classrooms & enhance live streaming experience
 - Web Cameras
 - Monitors
 - Laptops and/or computers





Enhancements in District Technology

- Increased Device Quantities and Replacement Devices to provide devices to all in need
- Continuing with shift to a true “1:1 District” for grades 6-12 in 2020-21 school year
- Implementation of Tech Tools for different content areas
- In-class instruction of all students with technology as it applies to the virtual experience: Using onsite time to teach use of technology with Google Meet, Zoom, Websites, Apps, etc.
- Virtual Support Seminars (video-recorded and live) for parents to help support technology use at home
- Continuing with planned exploration of learning platforms in order to seek streamlining systems, enhancing communication, achieving consistency without compromise, and offering ease to users



Establishing Our Practices: *Cleaning and Sanitization*



Cleaning and Sanitization

- Formal professional training provided to all Building and Grounds Personnel in disinfecting, cleaning, sanitizing and floor maintenance of school building
- Toys, balls, wall mats, etc. disinfected through the use of spraying/misting equipment and the use of green microfiber cloths and throw away wipes.
- Extra time allotted by schedule for Enhanced Cleaning Days in all Buildings
 - Wednesdays: Elementary, Middle, Central Office
 - “E” Days: High School
- Instruction is all virtual on Enhanced Cleaning Days
 - i. Staff assigned to these locations work from home (except in essential situation/position)
 - ii. Allows for full misting, spraying, disinfecting, etc.



Cleaning and Sanitization

- Disinfectant wipes and cleaners, spray bottles and pumps, and pump and electric spray misters, meet/exceed state standard for schools and used in accordance with the manufacturer's instructions
- All classrooms, offices and areas will have a spray bottle of *Bioesque*, micro-fiber cloths, and pre-moistened wipes for disinfecting
- *Bioesque* refill stations set up throughout building for teachers to access in order to support clean classrooms (*Bioesque* is a botanical cleaner safe for use around children, pets and food)
- All floor waxes used contain ingredients that guard against bacteria



Cleaning and Sanitization

- Each building maintained on a consistent cleaning and disinfecting cycle
- Thorough and frequent disinfecting of all touchpoints throughout the school day.
- Routine matroning of all restrooms in each building throughout the school day
- Use of student desks for storage may be limited
- Hallway locker use may be restricted and/or limited
- Common areas repurposed, restricted, and/or reduced/limited in use



Establishing Our Practices: *Personal Safety
and Health Measures*



Safety and Health Measures:

Personal Protection

- Face coverings required for all students and staff in buildings; arrive with 2 masks/day
- Clear face coverings will be provided as needed for select students/staff
- All students and staff will receive a face shield (option to wear, not required)
- All nurses will receive full medical PPE, including N95 masks, gowns, gloves, etc.
- Staff with potential increased exposure will receive gowns, gloves, etc.
- Hand-washing/sanitization stations readily available and time for use built into schedule





Personal Safety and Health Measures: *Precautionary Symptom Identification*

- Temperature screenings for all students and staff before/upon entrance to building
- Daily health attestation requirements for all students & staff within 24 hours of entrance (submitted by app or other electronic means): Must report on recent experience with COVID-19 related symptoms, recent travel of self or family, and potential exposure to a COVID-19 infected person
- Enforcement of all Quarantine Requirements as per any current and relevant Governor's Order (part of health attestation submission)
- Isolation locations in all buildings for any student/staff exhibiting symptoms related to COVID-19



Personal Safety and Health Measures

Minimizing Visitors and Paper Processes

- Minimizing visitors to building
- Shift to electronic parent paperwork/permissions wherever possible
- Continuation with tele-conferences/virtual meetings whenever possible
- Virtual Back to School Night events (and potentially virtual parent-teacher conferences)
- Virtual Assemblies when/if appropriate
- Imperative need to have all parent contact information on record updated at all times



Personal Safety and Health Measures: *Ventilation and Air Quality*

- All A/C units have HEPA(or equivalent quality) filters installed
- Promoting fresh natural air circulation through indoor spaces
- Indoor school spaces repurposed to replace poorly-ventilated spaces



Personal Safety and Health Measures:

Student Snacks

- Snacks will be eaten outdoors whenever possible
- Indoor snack eating will be done within 6ft social distancing or in split groups (every other child eats snack and students seated in between stay masked; then groups switch)
- Students change to a fresh mask after snack



Personal Safety and Health Measures:

Social Distancing

- Hallways will have arrows identifying travel lanes for forward movement in one direction/side
- Stairwells will be identified (whenever possible) for traveling in one direction (up OR down)
- Outdoor walkways will support social distancing through the use of dashes/dots spaced 6ft apart - Staff will be outside to supervise arrival of students and enforce compliance
- Signage will be evident throughout buildings reminding students/staff of rules
- Staff Monitoring and Supervision of Social Distancing Practices will be implemented, especially during arrival and dismissal times at all schools, and during THS passing time



Personal Safety and Health Measures:

Social Distancing

- Average number of students in a standard classroom will be 8-12
- Students will be forward facing in socially-distanced rows. Tables will be replaced by individual desks when possible
- If tables are used for appropriate purposes, plexiglass barriers will separate students and all students will be spaced out on one side of the table only
- If space allows, teacher may organize students in a horseshoe/U shape: minimum of 3 ft between students facing same way & minimum of 6ft between students facing one another
- When number of students does not allow for social distancing in assigned space, an alternate space will be identified for use that supports social distancing



Personal Safety and Health Measures: *Promoting Community-Wide Information*

- Launch of district-wide Educational Campaign in August to promote health and hygiene practices that will be part of our return to school
- Health Professionals/Administrators' Roundtable Participants to host community panel discussion in early August to share work, address concerns, and assist with questions
- Virtual Tour videos of our schools available for viewing by students, staff and families in mid-late August to ease with transition back and provide comfort/ease anxiety
- School-hosted "orientations" and "re-orientations" for students before start of academic year



Assessing Staffing Needs



Staffing/Personnel

- Reclassification of staff as/if necessary to accommodate instruction, student needs and programming needs to remain in accordance with planned procedures and practices
 - Maintaining class sizes that are socially distanced
 - Accomplishing virtual instruction requirements outlined in plan
- Flexibility with staff assignments in accordance with certificate and contract to accommodate all student needs, both virtually and onsite
- Adding staff as/if needed to accommodate all student needs, both virtually and onsite



Staffing/Personnel

- Repurposing of staff to assist with new routines and practices (eg: lunch paras, SACC staff, etc.)
 - Temperature Checks
 - Health Attestation Screenings
 - Social Distancing in Hallways, Outdoor areas, and other common/open spaces
 - Student Supervision in socially-distanced areas (indoors and outdoors)
 - Restroom Monitoring
 - Cleaning/Sanitization of Classroom Materials
 - General Assistance to Students (especially with new routines)
 - Arrival/Dismissal of Students
 - And . . . and . . . and . . .



Part II: Restart Plan to *Welcome You Home*



Three Phase Plan

Phase Transition Criteria



A few examples of the assessment criteria for transitioning to a new phase:

- Changes to the NJDOE guidance and/or school requirements
- Changes to CDC guidelines
- Current changes to health condition as per health officials
- Change (increase or decrease) in public restrictions as per Governor
- District and/or school assessment and recommendations as per School Pandemic Response Team and District Restart Committee



Phase One

***Launches September 8, 2020 for Students**

*Student Start Date pushed back in order to allow for Teacher/Staff PD and preparation/acclimation to new school setups, routines and procedures

No impact to school calendar; utilization of two snow days; in the event of inclement weather, we will operate on our virtual schedule



The Elementary Program

Phase 1: Extended Single Session Cohorts

5-Hour Day with A and B day cohorts; no onsite lunch; no SACC, no onsite clubs or extracurricular activities

- Students split into A and B day cohorts by class (50% capacity onsite)
- Cohorts designed to accommodate siblings in K-8 (to best extent possible)
- Extended Single Session (8:30-1:30)
 - A day cohort will report on Monday and Tuesday
 - B day cohort will report on Thursday and Friday
- Wednesdays are Virtual Days for all students
 - Live, full class virtual learning, following daily schedule (8:30 -1:30)
 - Engagement in curricular activities as appropriate for grade level/ability



The Elementary Program

Phase 1: Extended Single Session Cohorts

- Specials in classrooms, outdoor spaces or virtually; Teacher works with same cohorts in 2-week units
- Traditional grading, homework, assessments, and expectations
- Packaged lunches will be provided to qualifying students
- Pre-purchased grab & go lunches MAY be available (To be determined)
- Clubs that can be conducted virtually will operate



The Elementary Program

Phase 1: Extended Single Session Cohorts

- Instructional Time with students will focus on the breadth and depth of curriculum, as per our standard practice
 - Independent practice activities, project-based activities, and research/exploration activities accompanying learning will make up a portion of the students' learning time at home
 - These activities will not replace the homework component which will still accompany learning, as appropriate
 - Students will be accountable for all assigned work
- Time will be designated after school hours on teacher-selected days to provide individualized assistance to students virtually



The Elementary Program

Phase 1: Extended Single Session Cohorts

- Starting the week of September 14th:
 - Grades K: Minimum of 1 Live Session/Virtual Day for At-Home Cohort
 - May be with whole Class or may be conducted by a teacher w/at-home cohort
 - Grades 1-3: Minimum of 2 Live Sessions/Virtual Day for At-Home Cohort
 - At Least One is Whole Class; remaining sessions may be conducted by a teacher w/at-home cohort
 - Grades 4-5: Minimum of 3 Live Sessions/Virtual Day for At-Home Cohort
 - At Least One is Whole Class; remaining sessions may be conducted by a teacher w/at-home cohort
- Live Instruction Time for Elementary School “At-Home” Cohorts will continue to be assessed routinely as we continue through Phase 1



The Elementary Program

Phase 1: Extended Single Session Cohorts

- Live sessions with at-home cohort may be conducted by classroom teacher, special teacher, and/or other educational provider
- Grades 1-5 will have at least one lesson with their in-school classmates on their At-Home Cohort days to promote full group dynamics, integration and togetherness
- Virtual Lessons may include Enrichment/Discovery Classes, Specials (Art, Music, etc.), Library/Media Instruction (eg: Coding Class, Literary Circles), Academic Classes and/or Other Standard Instruction
- Two of our At-Home Cohorts in a given grade at a given school may be taught at the same time
- All virtual participants are to have camera feature turned ON and appear onscreen during live participation activities; attendance is mandatory



The Elementary Program

Phase 1: Extended Single Session Cohorts

- Virtual component can vary from one day to the next and one week to the next
 - Lesson to lesson
 - Unit to unit
 - Week to week
 - Content Area to content area
- Teachers will work collaboratively to identify the lessons BEST done virtually and then use these as the virtual lessons for the At-Home Cohorts
- *Honoring the Teacher Role in Curriculum and Instruction:* Summer Curriculum Hours will be offered so that teachers can begin identifying and planning the best lessons for the virtual component within our curricula
- Students will be notified in advance of the lessons that will be conducted virtually during their “At Home” cohort time so they can plan to report and participate



The Elementary Program

Phase 1: Extended Single Session Cohorts

NOTE: The first week of school will NOT include a virtual day on Wednesday, September 9.

Cohort A will report Tuesday and Wednesday (9/8 and 9/9)

Cohort B will report Thursday and Friday (9/10 and 9/11)



The Middle School Program

Phase 1: Extended Single Session Cohorts

5-Hour Day with A and B day cohorts; no onsite lunch; no SACC, no onsite clubs or extracurricular activities

- Students split into A and B day cohorts by class (50% capacity each day)
- Cohorts designed to accommodate siblings in K-8 (to best extent possible)
- Extended Single Session (8:15-1:15)
 - A day cohort will report on Monday and Tuesday
 - B day cohort will report on Thursday and Friday
- Wednesdays are Virtual Days for all students
 - Live virtual learning, following daily schedule (8:15-1:15)
 - Full Class experience for students



The Middle School Program

Phase 1: Extended Single Session Cohorts

- Each grade level will have 15 home base rooms (5 classrooms per team).
- Electives conducted in cohort rooms - Teachers travel from room to room
- Home-base room will be based on math class assignment
- Different cohorts will have opportunities to use shared spaces at designated times (ex: Science Lab)
- Traditional grading, homework, assessments and expectations
- Packaged Lunches will be provided to qualifying students
- Pre-purchased grab & go lunches MAY be available (To be determined)
- Clubs that can be conducted virtually will operate



The Middle School Program

Phase 1: Extended Single Session Cohorts

- Standard Practice in Grades 6-12: At-home Cohort tuned in live to their classroom, following daily schedule; students held accountable for attendance, participation, and instruction
- Instructional Time with students will focus on the breadth and depth of curriculum, as per our standard practice.
- Time will be designated after school hours on teacher-selected days to provide individualized assistance to students virtually
- Independent practice activities, project-based activities, and research/exploration activities accompanying learning will make up a portion of the students' learning time at home WHEN livestream interaction is not aligned with onsite activity (eg: assessments, student-learning activities requiring onsite materials/equipment, livestream technology not feasible, etc.).
- These activities will not replace the homework component which will still accompany learning, as appropriate; Students will be accountable for all assigned work



The Middle School Program

Phase 1: Sample Schedule

DRAFT OF Daily Schedules for September in-person learning:

7:55- Staff report

8:00- Students begin arriving at assigned entrances, screened by staff, take temperatures- setting up one entrance per team

8:15- Final students enter building

8:20- Late bell and attendance

Periods	Grade 6	Grade 7	Grade 8
8:20-8:55	1	1	1
9:00-9:35	2	2	2
9:40-10:15	3	3	3 (snack*)
10:20-10:35	snack?		
10:40-11:15	6/7	4/5	4/5
11:20-11:55	8/9 (snack*)	8/9	6/7
12:00-12:35	10	10 (snack*)	10
12:40-1:15	11	11	11

1:15-1:30 Dismissal

1:30-2:15 Staff Lunch

2:15-3:15 Professional Development time



The Middle School Program

Phase 1: Extended Single Session Cohorts

NOTE: The first week of school will NOT include a virtual day on Wednesday, September 9.

Cohort A will report Tuesday and Wednesday (9/8 and 9/9)

Cohort B will report Thursday and Friday (9/10 and 9/11)



The High School Program

Phase 1: Extended Single Session Cohorts

5-Hour Day with A and B day cohorts; no onsite lunch; no onsite clubs

- “Tiger” and “Pride” cohorts designed by alphabetical order (50% capacity onsite)
- Extended Single Session (8:05am-1:04pm)
- Traditional “ABCDE” Schedule Intact (Actual Order of Days Will Be: ADCBE *or* EADCB - To Be Determined)
 - Alternate Day Reporting for each Cohort: Tiger and Pride
 - Days A and C: “Tiger” Cohort reports to school; “Pride” Cohort is virtually tuned into all classes
 - Day B and D: “Pride” Cohort reports to school; “Tiger” Cohort is virtually tuned into all classes
 - Day E: All students are virtually live with their teachers, following schedule; enhanced cleaning day
- All virtual participants are to have camera feature turned ON and appear onscreen during class time
- Traditional grading, homework, assessments, and expectations
- Clubs that can be conducted virtually will operate
- Packaged Lunches will be provided to qualifying students
- Pre-purchased grab & go lunches may be available



The High School Program

Phase 1: Extended Single Session Cohorts

- Standard Practice in Grades 6-12: At-home Cohort tuned in live to their classroom, following daily schedule; students held accountable for attendance, participation, and instruction
- Instructional Time with students will focus on the breadth and depth of curriculum, as per our standard practice.
- Time will be designated after school hours on teacher-selected days to provide individualized assistance to students virtually
- Independent practice activities, project-based activities, and research/exploration activities accompanying learning will make up a portion of the students' learning time at home WHEN livestream interaction is not aligned with onsite activity (eg: assessments, student-learning activities requiring onsite materials/equipment, livestream technology not feasible, etc.).
- These activities will not replace the homework component which will still accompany learning, as appropriate' Students will be accountable for all assigned work



The High School Program

Phase 1: Sample Schedule

Time	Block
8:05-9:00 (55 min)	1
9:04-9:52 (48 min)	2
9:56-10:40 (44 min)	3
10:44-11:28 (44 min)	4
11:32-12:16 (44 min)	5
12:20-1:04 (44 min)	6



The Potential of Interruption



In the Event of an *Interruption to Phase 1

*Possible Scenarios:

- A class can no longer report to school as per local health official determination
- A school is closed as per local health official determination
- The district is closed as per local health official determination
- Any of the above occur as a result of a Governor's Order/State Directive

*NJ School Districts have been told to “sit tight” for guidance on responding to a COVID-19 Positive case with students/staff. At this time, districts do not have the authority to close a school for a health-related matter/condition, but rather must report immediately to the local health authorities. We hope to receive more formal guidance soon



Interruption to Phase 1

5-Hour Day with Virtual Staff and Full Class Presence; live instruction throughout the day; in-person day is replicated

- All students and staff begin their day virtually according to scheduled start time
- Day continues for 5-hour duration with teacher-created allowances for bathroom breaks/snack
- Instruction/Participation/Presence is Live with Camera/Video on for all participants
- Teacher remains available for student assistance throughout class time when even when students (all or some) are working on independent assignments
- Virtual breakout rooms used for partial class instruction, small group activity, student interaction and collaboration



Interruption to Phase 1

5-Hour Day with Virtual Staff and Full Class Presence; live instruction throughout the day; in-person day is replicated

- Counseling sessions conducted as planned, but virtually
- Pull-out classes conducted as planned, but virtually
- Paraprofessionals report to assigned classes and provide support virtually
- In-class support teachers report to assigned classes virtually throughout the day
- “Specials” take place as planned, virtually
- Traditional grading, assessments and expectations



Phase Two and Phase Three

Reminder: Phase Transition Criteria



A few examples of the assessment criteria for transitioning to a new phase:

- Changes to the NJDOE guidance and/or school requirements
- Changes to CDC guidelines
- Current changes to health condition as per health officials
- Change (increase or decrease) in public restrictions as per Governor
- District and/or school assessment and recommendations as per School Pandemic Response Team and District Restart Committee



All Programs at All Levels

Phase 2 - Full Day Cohorts

Full day return with existing cohorts in place; lunch and recess resume; no SACC, onsite clubs or extracurricular activities

- Lunch and Recess begin
- Cohorts continue to report on assigned days
- Arrival/Dismissal times may be staggered
- Wednesdays and “E” days remain a virtual day for all students allowing for enhanced cleaning of the building, experience with live virtual learning, and an opportunity to work with the full class
- Current Precautionary Practices will be considered for continuance or changes



All Programs at All Levels

Phase 3 - Full Day, Whole Classes

Full day, full class return; return of SACCC, onsite clubs and extracurricular activities to be determined

- All students, all day - traditional schedule
- Current Precautionary Practices will be considered for continuance or changes



Interruption to Phases

Based on current health conditions and guidelines, we will remain prepared to revert back to a previous phase when/if necessary

In all phases, **students and staff must be ready and prepared to move to the virtual instruction model with only overnight/early morning notice** - stay tuned in and stay ready!



Alternative Programming Options



Alternative Programming Options:

Much Remains Unknown

We Await further Guidance (expected by 7.24)



NJDOE “The Road Back” states:

- *Reasonable accommodations should be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:*
 - Chronic lung disease or asthma (moderate to severe)
 - Serious heart conditions
 - Immunocompromised
 - Severe obesity (body mass index, or BMI, of 40 or higher)
 - Diabetes
 - Chronic kidney disease undergoing dialysis
 - Liver disease
 - Medically fragile students with Individualized Education Programs (IEPs)
 - Students with complex disabilities with Individualized Education Programs (IEPs)
 - Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).



More Information is Needed

- Regarding *Reasonable Accommodations* for those conditions listed in the report
 - What documentation is to be submitted to the district?
 - What is the review process of the documentation aligned to?
 - Essentially: What is the state’s “threshold” for a reasonable accommodation to be one in which student/staff does not report to school/work?
- Whether or not reasonable accommodations will be recommended for students or staff with conditions unrelated to those listed here, given the focus on a “return to school”
- Whether or not a general “opt out” based on parents’ choice would be made available by the NJDOE
- As recently as July 14, Bergen County districts were told to “sit tight” and wait for more information on this topic



Regardless of How this will be Addressed. . .



We remain committed to serving and accommodating all students and staff, recognizing the vast differences between a *Blended Learning Program* and *Virtual-Only Learning Program*



Modified Blended Programming vs. Virtual-Only Programming

Any reasonable accommodations that can be made for students and staff who are deemed able to attend school both onsite and virtually *will be accommodated* by the format of the general program plan we have shared here

Any student deemed eligible (be it by listed condition or by other options which may be made available by the state) for reasonable accommodations that do not include onsite reporting will be part of a virtual-only program designed exclusively for virtual-only participants.



Virtual-Only Programming

Virtual programming *may not place* the student with his/her assigned school, class or teacher. *Students receiving virtual-only programming* may be serviced primarily by staff *delivering virtual-only programming*.

- Our blended approach of onsite/virtual programming is being developed by teachers based on the students' presence both in-class and virtually
- This program is not designed for virtual-only participation

Virtual-only programming will continue to follow the curriculum, meet all state standards and be in compliance with all state requirements. It will have a separate format and design that will differ from the format of the blended instructional program outlined in this presentation.

Should any opt-out be offered, parents are encouraged to plan for virtual-only programs to place their children with others enrolled in this style of programming. They should not anticipate participating with those in the general blended program.



Virtual-Only Programming

Students/staff enrolled in a virtual-only program should plan to stay enrolled in this identified program for a given amount of time, even if the district moves to a full virtual design.

While changes *may be made* that will harmonize virtual-only students with their original assigned class, should the district move to an all-virtual model, staffing assignments and program design might inhibit us from doing so.

Please be prepared to remain on the selected/identified program for a duration of time. Immediate transition from one form of programming to another may not be available.

Next Steps:



1. Await further guidance on unknowns
2. Adjust and amend plan details as guidance is received
3. Continue with preparations
4. Assess our needs for accommodating students and staff
5. Planning with staff - curricular, PD, procedural trainings, etc.
6. Create Student Cohorts (anticipated on/before August 8)
7. Communicate to you



Personalizing Learning



Personalizing Learning

- Identification of learning gaps
- Acknowledging and planning for students' needs
- Grouping of students based upon trends within readiness levels and areas
- Allow for flexibility regarding content delivery and instruction to allow for the accommodation of special situations.
- Providing clear avenues/opportunities for students to exercise choice, voice, and agency for deeper learning
- Development of class scheduling in alignment with AAP/CDC recommendations.
- Address additional technology implications such as: student devices, digital access to resources, security measures
- Provide additional and focused professional development for teachers as appropriate



Personalizing Learning

- **Acquisition of data for purpose of classroom focus and lesson planning**
 - General Education
 - Special Education
 - English Learners
 - Gifted & Talented
 - At risk students (academic, behavioral and emotional)
- **Collaboration with fellow staff to determine common trends in student readiness based on multiple data points**
 - Teachers, Supervisors, Teacher Leaders, Staff Developers, School Administrators, Counselors, Case managers



Personalizing Learning

- **Development or adoption of a course-wide standardized assessment in alignment with state standards**
 - F & P Assessments K-5
 - Phonics First K-3
 - Imagine Learning (ELL)
 - Achieve 3000 & IXL (for students with IEPs in replacement)
 - CogAT 2nd grade
 - LinkIt!*** (Grades 3 -12)
- **Identification of Professional Development opportunities designed to measure and apply student choice & inquiry based learning within lesson development**
 - Four days designated to PD before student arrival
 - PD opportunities offered throughout summer
 - Professional Learning Communities
 - Common Planning Time built into schedule



**Special Education, Social Emotional
Learning, and Related Services**



District-Wide SEL/Related Services

General Practices

- Identify and plan for medically fragile & emotionally at-risk students (Pre-K-12)
- Provide supports for medically fragile staff & those with anxiety/concerns
- Adoption of SAEBRS metric for student screening for Social Emotional Wellness (Social and Emotional Behavior Risk Screener)
- Proactive SEL supports for groups and individuals
 - Assessing need for group counseling/support
 - Assigning a “go-to” person for at-risk/struggling students
- Provide training for teachers & staff on handling student fears, anxieties and/or concerns about returning to school
- Routinely monitor and assess mental health needs of staff and students
- Counselors will continue to serve students according to practice, both onsite and virtually



District-Wide SEL/Related Services

Practices Related to CST/Special Education/504

- Identify students who would benefit from instruction/practice in use of social distancing & CDC guidelines for training when school is empty (Pre-K, K, Cubs, PAWS, LLD) before school begins
- Counselors/case managers identify and plan for Special Education and 504 students who are at risk/fragile (medically/emotionally)
- Continue virtual CST & 504 meetings
- Update/revise 504 plans in accord with current conditions and procedures
- Prioritize & conduct CST evaluations in compliance with state guidelines
- Consider implementation needs of possible IEP revisions
- Scheduling of services contingent on assessment (e.g: if student regression was noted)
- Purchase of individual materials to replace materials that are shared between students
- Professional Development for paraprofessionals on strategies for working with students effectively within the CDC guidelines



District-Wide SEL/Related Services

Plans Related Exclusively to Tenafly High School

- Use of CSI for possible recoupment needs
- Practical considerations of administering PSAT, SAT, ACT testing onsite within CDC guidelines
 - Suspending THS as a national testing site through November 2020 (at minimum)
 - Conducting SAT, ACT and PSAT for THS students only in accordance with testing regulations
 - SAT and ACT would be administered onsite during school hours
 - PSAT would be administered onsite for THS students only
- College visits/fairs would be hosted virtually
- Standard Counseling Sessions would be scheduled and conducted both in-person (with students) and virtually when parents/others are included



Physical Education and Athletics



Physical Education

- No indoor PE is allowed, PE classes conducted outdoors
 - Clear markings will be used (poly-spots) in outdoor facilities to ensure social distancing and preserve the integrity of cohorts
- Health/Family Life classes will be provided on bad weather days to ensure the fulfillment of state instructional mandates
- Locker Rooms will remain closed. Students will be expected to wear comfortable clothing and safe footwear on days when they have PE scheduled
- Teachers will limit risk by providing instructional units that do not require the sharing of equipment. In the event that equipment needs to be shared for instructional purposes, it will be disinfected by the teacher after each use



Athletics

- As of 7/10: NJSIAA extended Summer Recess practice dates from July 13 – August 28
- Tenafly Athletics plans launch into Phase 1/Strengthening and Conditioning Phase on August 3
- Two-week hiatus: August 29 through September 13
 - Only virtual team meetings permitted for fall sports only
 - Designed to keep students focusing on school re-opening without external distractions
- Official practices for all fall sports may begin on September 14
- Games will begin Sept 28 - Oct 2
- Postseason play: November 13 through November 22
- Schools that do not qualify for postseason may continue to play until November 22
- Thanksgiving football games are permissible, at each school's discretion.
- No other fall sports competition will be allowed after November 22



Athletics

- Tenafly Student- athletes must have an up-to-date physical regardless of their condition
- Dr. Owens, our school physician, has kindly offered to schedule tele-health physicals to any student in need of an annual physical - contact your coach for more information
- NJSIAA will be requiring 2 forms of submission for all student-athletes: A COVID questionnaire and a daily self assessment
 - Daily self-assessment must be completed and submitted each day in order for the student-athlete to practice or participate.
 - It will confirm that he/she is symptom free.
 - No submission = No practice/participation



Athletics

Phase I: Strengthening and conditioning athletes in preparation for the season ahead

(2 week duration - must be completed before advancing to additional phases)

- Temperatures taken before participation in athletic workout
- Athletes are in pods of 10, spaced 6 ft apart
- Back fields of High School will be used to accomplish social distancing
- No shared balls/equipment, etc.
- Practice space must be sanitized within ½ hour of practice, in between groups and after final group (benches, equipment, items on field property, etc.)
- Trainers' space to be moved outdoors (tent area, etc.)
- Coaches have a large paperwork responsibility, especially with regard to daily form receipt and review, etc.
- The field/practice area sanitization process will have an impact on public track use of Geissinger Field during practice hours, as well as ½ hour before and after such use. We are not permitted to have anyone - other than the students who are participating - on the premises. This includes the track around the field.



To Sum it Up . . .



“Let’s be clear. COVID-19 provides the opportunity to destroy (or let be destroyed) the public education system,

or

to develop public education as humanities’ saviour.

It is going to be one hell of a battle!”

Michael Fullan: Educational Leader; Author; Global Leadership Director of New Pedagogies for Deep Learning; Worldwide authority on educational reform with a mandate of helping to achieve the moral purpose of all children learning



Credits and Gratitude

Facilitator

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Gayle Lander, Stillman Principal - Creator

Brenda Yoo, Mackay Principal - Creator

Daryl George, Incoming Acting Mackay Principal and TMS Vice Principal - Creator

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Danielle Diaz, Human Resources Manager - Collaborator

Yas Usami - School Business Administrator - Collaborator



Credits and Gratitude

Creator and Collaborator Groups

Tenaflly Administrators, Faculty and Staff
Tenaflly Board of Education
Tenaflly Home School Association Representatives
Tenaflly Association of School Administrators
TEA Executive Leadership Committee
Tenaflly Education Association
District Restart Committee
School Pandemic Team Members
Health Professionals/Administrators Roundtable
Survey Participants
Parent Volunteers
Student Volunteers
Staff Volunteers

Special Thanks

Tenaflly Borough Mayor and Council
Tenaflly Police Department