Brielle School District

Re-Entry Plan

Board Adopted July 22, 2020

Brielle School District
Reopening Committee Members

The District established a Reopening Committee charged with developing and implementing this plan. The Restart Committee works closely with the school-based Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary.

Christine Carlson, Superintendent/Principal
Colin Sabia, Vice Principal/Director of Special Services
Deborah Trainor, Interim Business Administrator/Board Secretary
Dawn Cherry, Business Administrator/Board Secretary (effective 8/1/2020)
Kereth Looney, School Nurse
Ray Erickson, Facilities Director
Beth O'Reilly, Guidance Counselor
Vanessa Hyland, Teacher
Elise Lembo, Teacher
Janney Petrone, Teacher
Jeanette Ramsey, Teacher
Cheryl Shaak, Teacher

Dr. Wood, School Physician

Chief Gary Olsen, Brielle Police Department
Captain Mike Mechler, Brielle Police Department
Brian Dreher, SRO-Patrolman, Brielle Police Department

Karen Dettlinger, Vice-President, Board of Education
Kurt Becker, Board of Education Member
Madaly Jones, Board of Education Member
Nancy Atnes, President PTO
Walter Valentine, Pharmacist/Parent Representative

Reopening Committee membership is subject to change.

Brielle School District
Re-entry Plan

Brielle School District's Restart and Recovery Plan to Re-Open Schools

Introduction:

On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back – Restart and Recovery Plan for Education" (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning. This plan has been developed to be consistent with the requirements in the NJDOE Guidance with consideration given to the District's needs in order to ensure our schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time. The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.

Critical Area of Operation #1
General Health & Safety Guidelines

Communication with Local and State Authorities:

• District Administration consults with the school physician, Dr. Jessica Wood, and Monmouth County Health Department Health Coordinator Mr. Christopher Merkel.
• District Administration consults with Brielle Police Chief Gary Olsen and the Brielle Borough Council as needed.
• The Superintendent of Brielle School District attends all virtual county roundtable meetings with the Monmouth County Executive County Superintendent of Schools as a liaison to the New Jersey Department of Education.

Protocol for High Risk Staff & Students:

Reasonable accommodations will be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
• Chronic lung disease or asthma (moderate to severe)
• Serious heart conditions
• Immunocompromised
• Severe obesity (body mass index, or BMI, of 40 or higher)
• Diabetes
• Chronic kidney disease undergoing dialysis

• Liver disease
• Medically fragile students with Individualized Education Programs (IEPs)
• Students with complex disabilities with Individualized Education Programs (IEPs)
• Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

Students who are at high risk should consider choosing the District's fully remote learning option after consultation with their family physician. Students with complex disabilities or who require accommodations under a 504 plan are also encouraged to discuss their individual situation with their Child Study Team case manager or guidance counselor, as appropriate.

Reasonable accommodations will be made for staff members who are at high risk. Staff members in a high risk category should consult with their personal physician to determine what workplace accommodations may be necessary and then consult with the Superintendent/Principal to determine if such accommodations can be reasonably made depending on their position and job responsibilities. Should the staff member's job not permit such accommodations, staff members should determine if any of the various paid and unpaid leave options apply to their individual situation and apply for same with any required medical documentation.

Reducing the Spread of COVID-19

Social Distancing and Minimizing Exposure:

• All desks in classroom and seats in common areas (e.g. cafeteria) will be 6 feet apart.
• Social distancing visual indicators prominently placed in all hallways establishing direction of traffic and 6 feet distance from others.

Face Coverings:

• Face coverings will be provided by the District to students and staff or individuals may choose to bring their own from home.
• Students must wear face coverings at all times while in school buildings with the following exceptions:

- Doing so would inhibit the student's health.
- The student is in extreme heat outdoors.
- The student is in water.
- A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
- The student is under the age of two (2), due to the risk of suffocation.
- During the period that a student is eating or drinking.
- Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time). The student is engaged in high intensity aerobic or anaerobic activities.

- During gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
- When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

• School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

Currently, the CDC does not recommend use of face shields as a substitute for face coverings. Therefore, they may not be used to satisfy the face covering requirement detailed above. However, they may be an option for students with medical or other challenges that preclude the use of face coverings. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin.

If a visitor refuses to a wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school facility may be denied. Researchers have identified "frequent discomfort" as a potential challenge associated with implementing use of face covering requirements. Students and staff should be provided face covering breaks throughout the day. Face covering breaks should only occur when social distancing can be maintained and ideally outside or with windows open.

Hygiene:

• Hand washing will be required upon entry to school and regularly throughout the school day with either hand sanitizer or soap and water.
• Lessons on proper hand washing and hygiene will be taught to age appropriate students.

Signage:

Signage will be placed throughout school building with messages about strategies for reducing the spread of COVID-19.

Critical Area of Operation #2
Classrooms, Testing, and Therapy Rooms

Maintaining Social Distance:

• Individual student desks in all classrooms or other learning spaces will be placed in such a way that a minimum of 6 feet distance between students will be maintained.
• If the use of tables are necessary, individual seats will be only be permitted and marked with a minimum of 6 feet of separation from each other.
• Excess or unneeded furniture will be removed from all classrooms so that increased capacity for students will be available.
• A typical classroom will be able to hold 9-15 student desks separated by a minimum of 6 feet, but this will be determined by room based on the shape and available desk space.

• Testing and therapy rooms will also maintain 6 feet distance whenever possible. In situations where this is not possible, plexiglass partitions will be used.

Ventilation and Air Flow:

• Building HVAC systems will use MERV-11 filters or windows will be open at all times while the building is occupied.

Materials:

• The use of shared items/equipment/resources will not be permitted unless cleaned between each use.
• All students in grades K-8 will be issued a District Chromebook as part of the District's 1:1 technology program so they should not need to share electronic devices or computers.
• The used of shared objects; laptops, iPads, etc., will be limited and in all cases devices must be cleaned between each use.

Hand Sanitizing Stations:

The District will maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
• In each classroom (for staff and older children who can safely use hand sanitizer).
• At entrances and exits of buildings.
• Near lunchrooms and toilets.

Children ages five and younger will be supervised when using hand sanitizer.

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

Critical Area of Operation #3
Transportation

- The District will require all students to wear face coverings while on bus, and social distancing is strongly encouraged, unless doing so would inhibit the individual's health or the individual is under two years of age.

- To limit possible physical interaction among students, the District will require students to board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order. Assigned seating for students may assist in ensuring that such practices are followed consistently.

- Students from the same household may be asked to share a seat/row. Seats for individuals will be one child per seat, every other row. All attempts will be made to adhere to every other row

seating.

- The District strongly encourages open windows on the bus if/when possible.
- The District will work with the contracted private transportation provider to ensure the bus, and other vehicles used to transport students, are cleaned and disinfected at least daily, preferably between routes.
- Bus drivers will practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).
- The District will use signage on the bus to reinforce social distancing and hygiene rules.
- A staff member will accompany the driver on all transportation routes to ensure safety and social distancing.
- The District may consider installing a physical barrier that separates the bus driver from students, assuming that such equipment is deemed acceptable by federal regulators and the New Jersey Motor Vehicle Commission.

Transportation for Athletics:

• Sports transportation will tentatively be provided, for those sports being offered, however it is unclear as of this writing if athletic events requiring student-athlete transportation will be taking place while this plan is in in effect.
• Should any transportation for athletic events occur, all athletes and coaches will be required to wear a face covering while on the bus.
• Parents will be encouraged to provide transportation for their own children, if possible, to any games to minimize the number of athletes on the bus.

Field Trips:

• All field trips are suspended while this plan is in effect.
• Should an exception be made and a field trip be approved by the Board of Education that requires transportation, any requirements in place for transportation for athletics outlined above will apply.

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

Student Flow:

In hallways, visual markers and signage will be used to encourage one-way traffic flow and the maintenance of social distance.

The District will stagger dismissal to limit the number of students in the hallway at the same time.

The District will utilize student cohorts as an effective strategy to limit exposure and comingling between classes.

Student Entry:

The District will use multiple entrances at the school to minimize student contact.

• Multiple entrance and exit points by grade level at elementary school.
• Temperature, symptom screening, and hand-sanitizing stations at each entry.

Student Exit:

Dismissal times at the end of each school day will be staggered to avoid overcrowding of hallways or exit points. The Superintendent/Principal will determine the order which classrooms will be dismissed and the interval between dismissals.

Common Areas:

The use of common areas for students and staff will be minimized.

Some common areas may be used by students for lunch and before school waiting areas when it is not possible to use individual classrooms. These may include, for example:

- All Purpose Room
- Media Center

When these common areas will be occupied by students, they will be spaced a minimum of 6 feet apart or marked with 6 feet minimally separated seats. All common areas used by students will be disinfected between uses.

Critical Area of Operation #5
Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms

Screening:

The Board of Education has adopted Policy #1648 – Restart and Recovery Plan – which establishes the following screening requirements:
The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.
(1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
(2) Health checks must be conducted safely and respectfully, and in accordance with any applicable

privacy laws and regulations.
(3) Results must be documented when signs/symptoms of COVID-19 are observed.
(4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.
(5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
(6) If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Screening will occur at all building entry points established for students and staff. This will include:
• A temperature screening of all individuals entering the building.

- Temperature screening will be done with either a handheld infrared thermometer by a staff member trained to use it or using a walk-through device equipped with an infrared thermometer that visually reports the individual's temperature.
- A visual inspection of all individuals entering the building by a staff member trained in COVID-19 symptom identification.
- A daily parent health survey/questionnaire is to be completed, through Genesis Parent Portal, each morning confirming that the student is not experiencing any symptoms of COVID-19.

Personal Protective Equipment (PPE):
Appropriate personal protective equipment (PPE) will be provided to all staff and students as needed. For most individuals, this will be a cloth or paper face covering. While students and staff are encouraged to bring their own face coverings that they are comfortable wearing, the District will provide these at school as needed.

School nurses will be provided with additional PPE which may include face shields, N95 masks, surgical gowns, etc. since they may possibly be called to assist a student exhibiting symptoms of illness.

Teachers in special teaching situations may request additional or modified PPE through their supervisor or building principal (e.g. clear face coverings).

Students or staff requiring additional PPE as part of their own disability or medical condition will be reasonably accommodated and should provide written documentation to the school nurse or building principal, as appropriate.

Face Coverings:

• Reusable cloth face coverings will be provided by the District to students and staff or individuals may choose to bring their own from home
• Students must wear face coverings at all times while in school buildings with the following exceptions:

- Doing so would inhibit the student's health.

- The student is in extreme heat outdoors.
- The student is in water.
- A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
- The student is under the age of two (2), due to the risk of suffocation.
- During the period that a student is eating or drinking.
- Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time). The student is engaged in high intensity aerobic or anaerobic activities.
- During gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
- When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

• School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

Currently, the CDC does not recommend use of face shields as a substitute for face coverings. Therefore, they may not be used to satisfy the face covering requirement detailed above. However, they may be an option for students with medical or other challenges that preclude the use of face coverings. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin.

If a visitor refuses to a wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school facility may be denied. Researchers have identified "frequent discomfort" as a potential challenge associated with implementing use of face covering requirements. Students and staff should be provided face covering breaks throughout the day. Face covering breaks should only occur when social distancing can be maintained and ideally outside or with windows open.

Response to Students and Staff Presenting Symptoms:

The District will encourage parents to be alert for signs of illness in their children and keep them home when they are sick.

Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others at a designated area for each building. If it is determined by a school nurse or other medical professional that student or staff member has sustained symptoms consistent with those of COVID-19 they will be removed from the school as soon as possible and not permitted to return until medical clearance is obtained.

If the District becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, central administration will immediately notify the Monmouth County Health Department, staff, and families of a confirmed case while maintaining confidentiality.

Anyone (student or staff) who was a close contact with an individual who tests positive for COVID-19 will be required to quarantine for 14 days unless otherwise directed by the Monmouth County Health Department. These individuals will be transitioned to fully remote learning as soon as possible and may continue learning from home or teaching from home during the quarantine period.

Based on Monmouth County Health Department guidance, an individual placed in a 14-day quarantine cannot “test out” of the quarantine period with a negative COVID-19 test. Due to the incubation period of the virus, symptoms may not appear immediately or even after several days and a negative test before symptoms appear does not supersede the 14-day quarantine requirement.

Critical Area of Operation #6
Contact Tracing

The District will work cooperatively with the Monmouth County Health Department in reporting and identifying close contacts of an individual associated with the school who has tested positive for COVID19. This will include:
• Records of groups/cohorts
• Assigned staff
• Daily attendance Unless otherwise directed by the Health Department, a close contact is defined as being within six feet for a period of at least 10 minutes.

School and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee will be provided information regarding the role of contact tracing conducted by State, county, and local officials. This information shall include the resources for contact tracing included in Appendix B of the NJDOE Guidance.

Critical Area of Operation #7
Facilities Cleaning Practices

The District will adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. Enhanced cleaning and disinfecting measures including the following will be implemented:
• Bathrooms will be cleaned and disinfected hourly.
• Classrooms will be disinfected during the school day and nightly.
• Common areas (e.g. All Purpose Room) will be disinfected between each group of students using them.

• Regular sanitization and disinfecting of all hard, nonporous surfaces and common touch points (e.g. door handles, water fountains, cafeteria tables) will occur during the school day using EPA-approved broadband Q256 and RX75, hospital level disinfectants and virucides and electrostatic sprayers which kill human Coronavirus within two minutes.

Drinking fountains will be shut off and only water bottle filling stations will be available. Staff and students will be encouraged to bring refillable water bottles.

Critical Area of Operation #8
Meals

The District will be offering lunches as a grab-and-go bagged lunch option at the end of the school day to all students.

Students enrolled in the free and reduced lunch program will be receiving lunches. If they attend all four in-person days, they will leave with one lunch daily, except for Tuesday, when they will leave with two lunches. If they are a blue day student, they will be given three lunches on Monday and two lunches on Thursday. If they are a gold day student, they will be given three lunches on Tuesday and two lunches on Friday. Virtual students will be given the option of coming by the school to pick up their lunches, or it will be dropped off to their homes.

Individuals must wash their hands with soap after removing their gloves or after directly handling used food service items.

Critical Area of Operation #9
Recess/Physical Education Recess

• Groups will be separated by homeroom/cohort.
• Areas of the fields and courts will be identified for use by specific cohorts/groups and they will rotate daily through the areas.
• Students will wash hands or use hand sanitizer after recess.
• If/when the playgrounds are used, the custodial team will disinfect them via misting the equipment with disinfectant. The appropriate dwell time for the disinfectant will be adhered to before students can use it again.
• Face coverings may be removed during recess when individuals are outdoors and able to maintain a physical distance of six feet apart.

• Locker rooms will not be utilized. Students should come to school on days when they have physical education class in appropriate attire.
• Students will not share gym equipment.
• All physical education activities will be conducted to maintain social distance from other students as much as possible and with no physical contact between students.
• Physical education lessons will be held outdoors whenever possible.
• Face coverings may be removed during gym and music classes when individuals are in a well ventilated location and able to maintain a physical distance of six feet apart.

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

Field Trips:
• All field trips are suspended while this plan is in effect.
• Should an exception be made and a field trip be approved by the Board of Education that requires transportation, any requirements in place for transportation for athletics will apply.

Extra-Curricular Activities:
- All in-person extra-curricular activities are suspended at this time.
- Extracurricular appointments will be approved on an as-needed basis.
- School-sponsored extra-curricular activities that can occur using virtual or remote means of meeting may take place.

Use of Facilities Outside of School Hours:
• The use of facilities outside of school hours is prohibited at this time.
• Use of school facilities outside of school hours is governed by Board of Education Policy #7510 – Use of School Facilities.
• Any outside group authorized to use school facilities must follow district health and safety protocols.

Academic, Social, and Behavioral Supports

Based on current guidance related to the education of students with disabilities during COVID-19, special education and related services will be provided “to the most 28 RESTART & RECOVERY PLAN appropriate extent possible” with their participation in a hybrid or remote learning program. “The provision of FAPE may include, as appropriate, special education and related services provided through a hybrid instructional program” This will include in-person instruction as well as distance instruction provided virtually, online, or telephonically” to the extent that it is safe, practicable and ethical in light of the circumstances with the anticipation that parents/guardians will cooperate and participate as needed. Special education students enrolled in the district's special education programs will be provided 4-days of in-person instruction and one-day of instruction through a virtual platform. These programs will operate on their regularly scheduled times.

Case managers will consult with teachers, special education and general education, to ensure that accommodations/modifications are being implemented based on the type of instruction to the greatest extent possible.

Support Service

Related Services and students Eligible for Speech and Language Services: Sessions will be conducted by related services staff to target IEP goals and objectives. They will be facilitated in-person and using an on-line video conference platform. Both individual and group sessions will be conducted based on the IEP to the maximum extent possible. Related service providers will log all services on a daily basis.

Counseling: Support will be provided in person and virtually as dictated by the IEP and as warranted to address relevant concerns. Counselors will log attendance/participation of all sessions as well as all phone and email contacts with families.

Child Study Team Case Management and Compliance: Mandated meetings per NJAC 6A:14: CST members, related services providers and teachers will conduct all meetings including, but not limited to, Annual Reviews, Initial Planning Meetings, Reevaluation Planning Meetings and Eligibility Determination Meetings in accordance with mandated timelines. When evaluations are warranted, the CST will complete any and all that can be completed in person. Corresponding eligibility conference will occur following the completion of all evaluations. Progress Indicators are provided to parents via IEP Platform in accordance with individual IEPs and NJAC 6A:14. The District will monitor and implement relevant guidance from the NJ DOE. Case managers will be available via email, phone, and online video or chat platform to facilitate meetings, answer questions and address all concerns. CST members, related services providers and teachers will hold mandated meetings, when appropriate, using an on-line video conference platform or phone conference. In the event a required member of the IEP Team is not available, the case manager, in accordance with NJAC 6A: 14 will receive written consent to proceed with the meeting if the

parent/guardian is in agreement. All related documents, including PRISE, will be shared electronically or via US Mail. In the event the meeting cannot be facilitated as noted above, the meeting will be rescheduled. There will be frequent communication with staff regarding student performance and participation. Case managers will maintain open lines of communication with parents via email, phone, and online video or chat platform regarding student progress and compliance with IEPs.

Section 504: School Counselors to monitor and provide additional support per individual plans, including communication with staff, parents and students. Support will be provided in person and virtual as warranted to address relevant concerns. Annual conferences will be conducted through video conference platforms within annual timelines.

- Medically fragile students will be afforded the opportunity to be instructed remotely.
- Students will continue to work on their post-secondary plans with the Transition Coordinator, either in person or virtually, and will ensure that graduating seniors or those students turning 21 will be properly transitioned to state agencies such as DVR or DOD, or other opportunities that exist for these students.
- Clear and consistent communication will be utilized for communicating with parents and guardians, as always, to ensure that we are aware of issues that arise and that they can be addressed in a timely manner.
- Classroom aides will be present in all classrooms, both virtual and in-person where mandated by IEP's and 504s.

Students with 504 Plans:

School Counselors to monitor and provide additional support per individual plans, including communication with staff, parents and students. Support will be provided in person and virtual as warranted to address relevant concerns. Annual conferences will be conducted through video conference platforms within annual timelines.

English Language Learners:

Students who have been categorized as receiving English as a Second Language (ESL) services, will be provided 4-days of in-person instruction and one-day of instruction through a virtual platform. These programs will operate on their regularly scheduled times. ELL teachers will student and staff to ensure that the child’s program is being met.

ELL teachers are linked to the mainstream teachers' google classrooms. The ELL teacher can monitor the progress of each student by viewing the gradebooks and daily assignments and make modifications as needed. Directions for assignments can be clarified or translated to the students' native language.

Communicating with the families of our ELL students is a priority to ensure they have access to correct information and needed services. Families are updated on a regular basis. Written copies of parent communication are available in their native language when necessary.

Ensuring staff and students' physical health and safety is only the first step to optimizing conditions for learning. The District recognizes that academic, social, behavioral supports can unlock educator capacity to teach and student capacity to learn.

The District will use the following general strategies to ensure the transition back to school is a successful one for both students and educators:

• Student social and emotional health prioritized by school counselors.
• Pro-active family engagement by District staff.
• Mental health supports provided by school counselors
• Academic extra help and virtual "office hours" provided by teachers.
• Intervention and Referral Services team meetings.
• Child Study Team evaluations and identifications of students.

Brielle School District
Re-entry Plan

Pandemic Response Team:

Brielle School District established a “Pandemic Response Team” as a method for Brielle Elementary School to help centralize, expedite, and implement COVID-19-related decision making.

Brielle Elementary School Pandemic Response Team:

- Christine Carlson, Superintendent/Principal
- Colin Sabia, Vice-Principal/Director of Special Services
- Dawn Cherry, School Business Administrator/Board Secretary
- Kereth Looney, School Nurse
- Karen Cavan, School Nurse
- Ray Erickson, Facilities Director
- Beth O’Reilly, Guidance Counselor
- Adrienne Mahon, Social Worker
- Vanessa Hyland, Teacher
- Elise Lembo, Teacher
- Jennifer Love, Teacher/Academic Coach
- Jeanette Ramsey, Teacher/Mathematics Coach
- Cheryl Shaak, Teacher
- Noreen Spinapont, Secretary
- Patrolman Brian Dreher, School Resource Officer
- Colleen Stratton, Parent

The Pandemic Response Teams are appointed by the Superintendent/Principal and are responsible for:

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

Pandemic Response Team membership is subject to change.

Brielle School District
Re-entry Plan

Scheduling of Students:

The Brielle School District will resume in-person instruction for students for the 2020-2021 school year based on its school calendar.

The schedules outlined below were informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to the District.

In accordance with N.J.A.C. 6A:32-8.3, the District's in-person school days shall consist of not less than four hours.

In accordance with N.J.A.C. 6A:32-8.3, the District's in-person school days shall consist of not less than four hours. In cases where remote learning is used for a full-school day (i.e. alternating remote days or fully remote learning option) this requirement shall be met through synchronous remote instruction or asynchronous remote activities.

Brielle Elementary School (Grades K – 8)

- Students will be divided into a blue group and a gold group who attend school in-person on alternating days.
- On days when students are not attending school in-person they will be required to check-in and complete assignments virtually using the Google Classroom learning management system.
- A modified 8-period day schedule will be used for in-person students.
- The modified schedule will consist of 8, 30-minute class periods: 6 academic periods, one physical education/health period, and one Social Emotional Learning period.
- Most teacher schedules will provide dedicated time for virtual "office hours" where the teacher will be available online for student questions or extra help.

Example Blue/Gold Group Alternating In-Person Schedule

Alternating In-Person Days				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BLUE	GOLD	ALL VIRTUAL	BLUE	GOLD

PERIOD	START	END	LENGTH
1	8:35am	9:05am	30 minutes
2	9:07am	9:37am	30 minutes
3	9:39am	10:09am	30 minutes
4	10:11am	10:41am	30 minutes
5	10:43am	11:13am	30 minutes
6	11:15am	11:45am	30 minutes
7	11:47am	12:17pm	30 minutes
8	12:19pm	12:50pm	30 minutes

Brielle School District
Re-entry Plan

Stage 1: March 13, 2020 - June 15, 2020 - State Closure

STAGE 1 VIRTUAL LEARNING ONLY NO IN-PERSON LEARNING				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Virtual instruction for all students	Virtual instruction for all students	Virtual instruction for all students	Virtual instruction for all students	Virtual instruction for all students

Stage 2: Begins September 10, 2020

STAGE 2 IN-PERSON LEARNING FOR **PRE-K** ROTATION OF IN-PERSON & VIRTUAL LEARNING IN TWO GROUPS BLUE & GOLD (50% OF STUDENTS PER GROUP) ALL SPECIAL NEEDS STUDENTS & ELL STUDENTS IN-PERSON INSTRUCTION: MONDAY, TUESDAY, THURSDAY, & FRIDAY VIRTUAL LEARNING IN THE AFTERNOON FOR ALL STUDENTS				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
BLUE In-person learning	GOLD In-person learning	VIRTUAL INSTRUCTION FOR ALL STUDENTS DEEP CLEANING OF SCHOOL	BLUE In-person learning	GOLD In-person learning
GOLD Virtual learning	BLUE Virtual Learning		GOLD Virtual learning	BLUE Virtual Learning
Early Dismissal	Early Dismissal		Early Dismissal	Early Dismissal
No lunch No recess No Before/After Care/ Clubs/Sports	No lunch No recess No Before/After Care/ Clubs/Sports		No lunch No recess No Before/After Care/ Clubs/Sports	No lunch No recess No Before/After Care/ Clubs/Sports
Afternoon Virtual Learning for ALL students	Afternoon Virtual Learning for ALL students		Afternoon Virtual Learning for ALL students	Afternoon Virtual Learning for ALL students
Special Services Department members will be working with parents individually to provide accommodations and scheduling considerations surrounding student IEPs.				

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Stage 3: Timing TBD, based upon Governor's Executive Orders

STAGE 3
IN-PERSON LEARNING FOR GRADES **K-5**

ROTATION OF IN-PERSON & VIRTUAL LEARNING IN TWO GROUPS
GRADES **6TH - 8TH**
BLUE & GOLD (50% OF STUDENTS PER GROUP)

ALL SPECIAL NEEDS STUDENTS & ELL STUDENTS IN-PERSON INSTRUCTION:
MONDAY, TUESDAY, THURSDAY, & FRIDAY

VIRTUAL LEARNING IN THE AFTERNOON FOR ALL STUDENTS GRADES PRE-K - 8

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
In-person learning Grades Pre- K-5	In-person learning Grades Pre-K-5	VIRTUAL INSTRUCTION FOR ALL STUDENTS	In-person learning Grades Pre-K-5	In-person learning Grades Pre-K-5
BLUE In-person learning Grades 6-8	GOLD In-person learning Grades 6-8		BLUE In-person learning Grades 6-8	GOLD In-person learning Grades 6-8
Early Dismissal	Early Dismissal		Early Dismissal	Early Dismissal
No lunch No recess No Before/After Care/ Clubs/Sports	No lunch No recess No Before/After Care/ Clubs/Sports	DEEP CLEANING OF SCHOOL	No lunch No recess No Before/After Care/ Clubs/Sports	No lunch No recess No Before/After Care/ Clubs/Sports
Afternoon Virtual Learning for ALL students	Afternoon Virtual Learning for ALL students		Afternoon Virtual Learning for ALL students	Afternoon Virtual Learning for ALL students

Special Services Department members will be working with parents individually to provide accommodations and scheduling considerations surrounding student IEPs.

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Stage 4: Timing TBD, based upon Governor's Executive Orders

STAGE 4 IN-PERSON LEARNING ALL STUDENTS VIRTUAL LEARNING IN AFTERNOON ALL STUDENTS				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
In-person learning ALL students	In-person learning ALL students	VIRTUAL INSTRUCTION FOR ALL STUDENTS DEEP CLEANING OF SCHOOL	In-person learning ALL students	In-person learning ALL students
Early Dismissal	Early Dismissal		Early Dismissal	Early Dismissal
No lunch No recess No Before/After Care/ Clubs/Sports	No lunch No recess No Before/After Care/ Clubs/Sports		No lunch No recess No Before/After Care/ Clubs/Sports	No lunch No recess No Before/After Care/ Clubs/Sports
Afternoon Virtual Learning for ALL students	Afternoon Virtual Learning for ALL students		Afternoon Virtual Learning for ALL students	Afternoon Virtual Learning for ALL students
Special Services Department members will be working with parents individually to provide accommodations and scheduling considerations surrounding student IEPs.				

Stage 4A: Timing TBD, based upon Governor's Executive Orders

STAGE 4A 5 DAYS PER WEEK OF IN-PERSON LEARNING ALL STUDENTS VIRTUAL LEARNING IN AFTERNOON ALL STUDENTS				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
In-person learning for all students	In-person learning for all students	In-person learning for all students	In-person learning for all students	In-person learning for all students
Early Dismissal	Early Dismissal	Early Dismissal	Early Dismissal	Early Dismissal
No lunch No recess No Before/After Care/ Clubs/Sports	No lunch No recess No Before/After Care/ Clubs/Sports	No lunch No recess No Before/After Care/ Clubs/Sports	No lunch No recess No Before/After Care/ Clubs/Sports	No lunch No recess No Before/After Care/ Clubs/Sports
Afternoon Virtual Learning for ALL students	Afternoon Virtual Learning for ALL students	Afternoon Virtual Learning for ALL students	Afternoon Virtual Learning for ALL students	Afternoon Virtual Learning for ALL students
Special Services Department members will be working with parents individually to provide accommodations and scheduling considerations surrounding student IEPs.				

Stage 5: Timing TBD, based upon Governor's Executive Orders

STAGE 5 5 DAYS PER WEEK OF IN-PERSON LEARNING				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
In-person learning for all students	In-person learning for all students	In-person learning for all students	In-person learning for all students	In-person learning for all students
Full day of school	Full day of school	Full day of school	Full day of school	Full day of school

Procedures for Submitting Fulltime Remote Learning Requests:

Brielle will clearly define procedures that parents/guardians must follow to submit a request for fulltime learning, including requests to begin the school year receiving full time remote learning and requests to transition from in-person or hybrid services to fulltime remote learning during the school year. The guidance that provides that these procedures should meet the following guidelines:

- Clearly define deadlines for submitting a request and our expected timeline for approving requests;
- Identify points of contact for questions and concerns;

Clearly describe information or documentation that the family/guardian must submit with their request (such documentation shall not exclude any students from the school's fulltime remote learning option,

Reporting: Brielle School District will report to the Department data regarding participation in fulltime remote learning, including the number of students participating by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

Procedures for Communicating District Policy with Families:
Brielle School District will provide clear and frequent communication with families, in their home language, to help ensure that the flexibility of remote learning is as readily accessible as possible. Communication will include:

• Summaries of, and opportunities to review, our school's fulltime remote learning policy;
• Procedures for submitting fulltime remote learning requests;
• Scope and expectations of fulltime remote learning;
• The transition from fulltime remote learning to in-person services and vice-versa; and
• Procedures for ongoing communication with families and for addressing families' questions or concerns.

REMOTE LEARNING OPTIONS FOR FAMILIES (M):

Brielle School District

Re-entry Plan

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled "Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021" as a result of the COVID-19 pandemic. This supplemental guidance includes an additional "anticipated minimum standard," as this phrase is used throughout "The Road Back: Restart and Recovery Plan for Education" (NJDOE Guidance). This additional "anticipated minimum standard" provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as "parents") may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district's Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district's Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A. Unconditional Eligibility for Full-time Remote Learning

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

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

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

B. Procedures for Submitting Full-time Remote Learning Requests

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1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 10 calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.

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

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

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

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

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

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

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

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

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

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

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

6. The Principal's written approval of the request shall be provided to the parent within __10__ calendar days of receiving the parent's written request.

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

C. Scope and Expectations of Full-Time Remote Learning

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

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

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

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

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

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

D. Reporting

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

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

E. Procedures for Communicating District Policy with Families

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

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

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

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

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

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

F. Home or Out-of-School Instruction

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

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

1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least **10** calendar days before the student is eligible for in-person services.

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

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

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

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

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

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

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

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

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

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

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

Advancing from stage to stage

The Board intends to continuously review relevant data through the school year and will make every effort to increase the level of in-person schooling that can be implemented safely for BES students and staff. In that regard, the Administration will summarize and regularly provide the Board with the results of the daily parent's questionnaires, school nurse records, reported instances of positive test results for BES staff and students, as well as information relating to positive Covid cases in the surrounding community and school districts. The Board will discuss these results with district administrators and the Board will then determine when it is appropriate for the school district to move to each subsequent phase towards full reopening.

Staffing

District staff will be leveraged to monitor student movement, hallway traffic, and maintain safety according to the guidelines included in this plan.

Instructional staff will:

• Reinforce social distancing protocol with students and co-teacher or support staff.
• Limit group interactions to maintain safety.
• Support school building safety logistics (entering, exiting, restrooms, etc.).
• Become familiar with district online protocols and platforms.
• Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
• Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
• Provide regular feedback to students and families on expectations and progress.
• Set clear expectations for remote and in-person students.
• Assess student progress early and often and adjust instruction and/or methodology accordingly.
• Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
• Instruct and maintain good practice in digital citizenship for all students and staff.
• Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

Teacher leaders or instructional coaches will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

Administrators - in addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators will:
• Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
• Provide time for staff collaboration and planning.
• Prioritize vulnerable student groups for face-to-face instruction.
• Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
• Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
• Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
• Define and provide examples of high-quality instruction given context and resources available.
• Assess teacher, student, and parent needs regularly.
• Ensure students and parents receive necessary supports to ensure access to instruction.

Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

• Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

• Collaborate on curriculum planning and assessing student academic and social emotional wellbeing when students return to school.

• Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

• Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

• Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

• Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

• Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

Athletics:

High school sports under the jurisdiction of the New Jersey Interscholastic Athletic Association (NJSIAA) may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

While the NJSIAA does not maintain oversight over middle school sports, the District will follow the same guidelines issued for high school sports for middle school sports.

Digital Divide

Student Access to Technology:

All students in grades K-8 will be issued District Chromebooks through the District's one-to-one Chromebook program. Distribution of laptops to these students will begin in August 2020.

Students without internet access at home or a convenient location can request a District-owned cellular hotspot through Administration. The District maintains a small inventory of these devices for this purpose. The District will prioritize the distribution of these hotspots to those students who, in the absence of District-provided internet connectivity, may be unable to fully participate in remote instruction.

Students and parents can always access lessons and class resources on Google Classroom and the District's other digital learning platforms as they do normally. Students can access Google Classroom using their district-provided

laptop computers or home computers, smartphones, etc.

Administration and technology coordinator will monitor student access to technology and online resources throughout the school year to pro-actively prevent lapses in student access to remote instruction as district or family circumstances evolve.

Fully Remote Learning

Fully Remote Learning Option:
On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021” as a result of the COVID-19 pandemic. This supplemental guidance includes an additional “anticipated minimum standard,” as this phrase is used throughout “The Road Back: Restart and Recovery Plan for Education” (NJDOE Guidance). This additional “anticipated minimum standard” provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as “parents”) may submit, and school districts shall accommodate, requests for full-time remote learning.

The fully remote learning plan below options parents may choose for their children should they wish to not send their children back to school for in-person instruction. Parents making this choice must be aware that the District will offer comparable educational services that would otherwise be delivered inperson, however learning modalities will necessarily differ.

Procedures:

• Parents wishing to enroll their child(ren) in the fully remote learning option must do so using the Fully Remote Learning Enrollment form that will be available in the Parent Portal on Monday, August 3.
• Deadline to sign-up for fully remote learning is Monday, August 10.
• Once a student has selected an option for fully remote or in-person learning our expectation will be that they continue in that learning mode for at least the semester (half school year) to ensure continuity of education and assist the District with staffing stability, however individual consideration will be given on a case-by-case basis.
• Each grade level will have a teacher designated for students participating in fully remote learning

Fully Remote Learning in Pre-School/Pre-K:
• Pre-K students with special needs and requesting a fully remote learning program should contact their case manager to arrange for an instructional program that meets the needs of their individual child.

Fully Remote Learning in Grades K – 8:
• Each grade level will have a teacher designated for students participating in fully remote learning

Each grade level's remote teacher will have a "virtual classroom" in Google Classroom where all virtual components will be made available to parents/students in one platform. This will be a secure location and students/parent will need to login with their district account to access it.

• Attendance, grading, and assessment procedures will be in place for all remote learners.

• Each grade level will be designated as a morning session or afternoon session.

• Core Subjects: Daily, whole-group lessons in the major subject areas of language arts, mathematics, social studies and science will occur as a synchronous learning experience at designated times during the day. At these designated times, parents will be responsible for signing on to the online meeting of the subject area lesson. During the whole-group lesson, students learning remotely can participate by answering questions, asking questions, receiving teacher feedback, or sharing a personal response.

• Independent Practice: Upon completion of the whole-group remote lesson, an independent practice/task will be assigned for completion at home. Some independent assignments may include additional instruction through viewing teacher-prepared videos, presentations with voice overs, or utilizing an age appropriate web-based resource.

• Assessments: Assessments will be implemented via Google Classroom, or other web-based platforms associated with our mathematics and language arts programs. Periodic opportunities for live 1:1 assessments (such as a guided reading running record) may also be scheduled with a parent for the child as deemed necessary by the classroom teacher.

• Assignments: Independent assignments will be submitted to the grade level teacher via the Google Classroom platform.

• Parents of children in Grades K-5 who select the remote learning option for their child must commit to having an adult available to assist children with logging on at the designated times for whole-group instruction as well as be committed to ensuring that independent assignments and assessments are completed in specified timeframes.

Fully Remote Learning in Grades 6-8:

• Grades 6 - 8 students choosing fully remote learning will attend synchronous, remote classes for Math, English, Social Studies, and Science with a dedicated remote teacher during the normal school day periods according to their student schedule.

• In grades 6 - 8, teachers will utilize Google Classroom to post links, assignments, and other instructional materials for both in-person and virtual students. Teachers will utilize Google Classroom so that students can interact with the teacher live and ask and answer questions, get feedback, and interact with other fully remote classmates and the teacher each school day.

• Flexibility will be allowed in the time classwork is submitted each day for fully remote learners to allow for some asynchronous learning and work time outside of the traditional schedule should this be needed.

Resources – Google Classroom:

• Google Classroom is the online meeting and collaboration platform used by the District for video conferencing and other online collaboration.

• Teachers of fully remote students will use Google Classroom to provide live whole-group or one-on-one instruction.
• All District-issued student devices will come with the Google Classroom app pre-installed. Parents can also download the free app on their own personal computers or mobile devices.

Preparations for Shift Back to Entirely Remote Learning

All students and staff should be prepared for the possibility of a shift back to entirely remote learning models should the public health situation dictate.

In preparation for this possibility, all students and staff are encouraged to leave school each day with all necessary educational technology (e.g. Chromebooks) they would need to participate in or perform remote instruction. Instructional staff will regularly remind students to prepare for this and take materials with them as they may not be able to return to school to retrieve them.

Should this occur, all schedules and courses will occur remotely just as if it were occurring at school with regard to the bell schedule and lessons, classes, etc. planned for that day.

Unless the local health situation dictates otherwise, certain essential employees such as administrators, office/clerical staff, technology staff, maintenance/facilities/custodial staff, and security should expect to report to work on-site as scheduled.

Should the school closing last for an extended period of time, the District and school administration will meet to re-evaluate the scheduling and remote learning plans.

In preparation for this possibility, in-service training focused on strengthening remote learning capabilities will be offered during the staff in-service days prior to the opening of school for students.

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