POLICY

1648 RESTART AND RECOVERY PLAN

On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back - Restart and Recovery Plan for Education" (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students' unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a "Restart and Recovery Plan" (Plan) to reopen schools that best fits the district's local needs.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

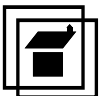A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

 1. Transportation

  a. If the school district is providing transportation services on a school bus, a face covering must be worn by all students upon entering the school bus unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Exceptions to the face covering requirements shall be those outlined in A.2.d. below:

   (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

  b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.

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c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.

d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

[See Policy Guide 1648 – Appendix C for the protocols/procedures for "Transportation" which is also included in the school district's Restart and Recovery Plan.]

2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms

a. 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.

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(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.

b. 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.

(1) If a visitor refuses to 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/district facility may be denied.

c. Students are required to wear face coverings, unless doing so would inhibit the student's health. It is ~~also~~ necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

d. Exceptions to the Requirement for Face Coverings

(1) Doing so would inhibit the individual's health.

(2) The individual is in extreme heat outdoors.

(3) The individual is in water.

(4) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.

(5) The student is under the age of two, due to the risk of suffocation.

(6) During the period a student is eating or drinking.

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(7) 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).

(8) The student is engaged in high intensity aerobic or anaerobic activities.

(9) 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.

(10) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

[See Policy Guide 1648 – Appendix E for the protocols/procedures for "Screening, PPE, and Response to Students and Staff Presenting Symptoms" which is also included in the school district's Restart and Recovery Plan.]

3. Facilities Cleaning Practices

a. The school district must continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.

b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Policy Guide 1648 – Appendix G for the protocols/procedures for – "Facilities Cleaning Practices" which is also included in the school district's Restart and Recovery Plan.]

4. Wraparound Supports

a. Mental Health Supports

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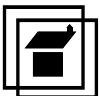
The school district's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students' mental health.

[See Policy Guide 1648 – Appendix K for the protocols/procedures for "Academic, Social, and Behavioral Supports" which is also included in the school district's Restart and Recovery Plan.]

5. Contact Tracing

    a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined by the Centers for Disease Control and Prevention (CDC) / Department of Health (DOH).

    b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.

    c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.

    d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.

    e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[See Policy Guide 1648 – Appendix F for the protocols/procedures for "Contact Tracing" which is also included in the school district's Restart and Recovery Plan.]

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B.   NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

1.   Scheduling

a.   The school district's Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.

b.   The school district's Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.

c.   The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

(1)   Special Education and English Language Learners (ELL)

(a)   The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.

(b)   The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

[See Policy Guide 1648 – Appendix N for the protocols/procedures for "Scheduling of Students" which is also included in the school district's Restart and Recovery Plan.]

2.   Staffing

a.   The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance

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Portability and Accountability Act (HIPPA), and all applicable State laws.

b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

[See Policy Guide 1648 – Appendix O for the protocols/procedures for "Staffing" which is also included in the school district's Restart and Recovery Plan.]

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. Purchasing

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

b. Use of Reserve Accounts, Transfers, and Cash flow

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

c. Costs and Contracting

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

D. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

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

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a. The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2. Professional Learning

a. The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

    (1) Professional Learning

        (a) The school district shall grow each teaching staff member's professional capacity to deliver developmentally appropriate standards-based instruction remotely.

    (2) Mentoring and Induction

        (a) The school district shall ensure:

            (i) All novice provisional teachers new to the district be provided induction;

            (ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;

            (iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;

            (iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and

            (v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

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         (3)   Evaluation

                (a)   The school district has considered the requirements and best practices with provisional status teachers, non-tenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

    3.   Career and Technical Education (CTE)

        a.   The school district shall implement innovative learning models for new learning environments regarding CTE.

        b.   Quality CTE Programs

             The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.

        c.   Work-Based Learning

             The school district will ensure students are provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education, "The Road Back – Restart and Recovery Plan For Education"
Memorandum – New Jersey Governor and Department of Education – Conditions for Learning – Health and Safety – August 3, 2020

Adopted: 29 September 2020
Revised:

Note: The provisions of the attached Appendices C, E, F, G, K, N, and O from the Montgomery School District's Restart and Recovery Plan are included as follows in Policy 1648.

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Appendix C
Critical Area of Operation #3 – Transportation

The Montgomery Township School District will include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.c., including, but not limited to:

a. Student Transportation

    If a student is observed at a bus stop or attempting to board a school bus without a mask, they will be told that they must have a mask. If the student does not have a mask, it will be provided for them by the driver and/or bus aide. In the absence of parental/guardian supervision, the driver will provide the student with a mask.

b. Social Distancing on School Buses

    Bus drivers and/or aides will attempt to seat students as safely as possible. All students are required to wear masks while being transported by the district as our first line of defense. Social distancing on buses will be practiced to the maximum extent possible; however, every person wearing a mask will assure student health and safety while transporting our District students.

    When necessary, appropriate accommodations for young students and student with disabilities will be made.

c. Sanitizing School Buses

    School buses will be disinfected using electrostatic sprayers. Each driver will have an electrostatic sprayer with them; and when they drop off the students at the school in the morning, they will then disinfect the bus using the sprayer and a solution called Quad Stat 5 Disinfectant. This will then be done again in the afternoon. This solution does not need to be wiped down. It is a spray and let dry process.

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Appendix E
Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

The Montgomery Township School District will include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e., including, but not limited to:

a. Screening Procedures for Students and Staff

The state's "Restart and Recovery Plan for Education" requires a daily online screening for staff and students BEFORE arriving at school. The district created a procedure that MUST be completed each morning by staff and students.

- For staff, by signing into work, employees will acknowledge daily that they have self-completed the health screening and are acknowledging their ability to work

- For students, parents/guardians are expected complete a daily, online questionnaire through the district's student information system, Genesis. The district will encourage parents to be alert for signs of illness in their children and to keep them home when they could be sick.

- The questionnaire will ask:

    1. You must have your temperature taken today. Was your temperature above 100.4F without the use of fever-reducing medication?
    2. Have you had COVID-19 within the last 14 days, or have you been tested for it within the last 14 days?
    3. Have you had any signs or symptoms of a fever in the past 24 hours such as chills, sweats, felt "feverish," or had a temperature that is elevated for you or 100.4F or greater?
    4. Do you have any symptoms: Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, atypical muscle pain or body aches, headache, new loss of taste or

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    smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea?

5. Have you traveled outside of the USA in the last 14 days?

6. Within the last 14 days, have you been exposed to, or come into contact with, anyone you know: (a) who has COVID-19, (b) who is/was being tested for COVID-19, (c) who had symptoms consistent with COVID-19 or (d) who was exposed to someone with COVID-19?

- In the event that a staff member or student has not provided proof of survey completion, the administrative and nursing staff at our school will have a secondary screening process. We will also be able to administer random health screenings of staff and students. Upon entering the buildings, staff will visually observe students for symptoms. Anyone observed displaying COVID-19 symptoms will be sent, with a mask, to the Health Office for assessment. Staff will notify the Health Office staff when a student/staff member is being sent due to complaint/observed COVID-19 symptoms.

- Quarantine for Individuals Diagnosed or Exposed to COVID-19:
  Pursuant to New Jersey Department of Health guidelines, families, caregivers and staff should notify the school if they have been exposed to COVID-19 or if they, or any members of their households, have been diagnosed with or presumed to have COVID-19. They also should notify the school if they are quarantined. Staff and students with known exposure to someone with diagnosed or presumed COVID-19 must self-quarantine at home for 14 days. Staff or students who travel to a location with known community spread must self-quarantine at home for 14 days.

- Staff and students with confirmed or presumed COVID-19 must meet conditions prescribed by the New Jersey Department of Health and their local health departments prior to returning to school.

b. Protocols for Symptomatic Students and Staff

- Anyone observed displaying COVID-19 symptoms will be sent to the Health Office for assessment.

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- Staff will notify the Health Office staff when a student/staff member is being sent due to complaint/observed COVID-19 symptoms.

- For screening and seclusion purposes during the school day, nurses will utilize Health Offices or an auxiliary nursing location staffed by health professionals. Staff and students who are presenting symptoms of being sick will be screened and sent home as soon as possible if positive potential symptoms are identified. Each will feature an isolation area where staff/students will be at a minimum 6 feet away from others, wearing appropriate PPE, and will be continuously monitored.

- For students, parents and guardians will be immediately notified by a member/designee of the building's Pandemic Response team to pick up the student within one hour of the call.

- If there is a confirmed case in a class, that class and bus gets transferred to remote learning for 14 days.

- If there is a probable case (symptoms with a known exposure), that class and bus gets transferred to remote learning for 14 days or until the case tests negative.

- If there is a suspect case (symptoms but no known exposure), the student/staffer goes home until 24 hours' symptom-free and is encouraged to get tested. But the class/bus DOES NOT get quarantined.

- The other individuals of the small group/cohort of the symptomatic person should also be sent home. These contacts will be instructed to quarantine and may return:
    - If the ill person tests positive - after 14 days from the last exposure and no symptoms develop.
    - After the ill person has an alternate diagnosis that would explain the symptoms.
    - After the ill person tests negative.

- Signs and symptoms of COVID-19 in children may be similar to those for common viral respiratory infections or other childhood illnesses.

- Symptoms may appear 2-14 days after exposure to the virus. Individuals with these symptoms may have COVID-19.

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- Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.

- This list does not include all possible symptoms. CDC will continue to update this list as more is learned about COVID-19.

- Individuals with an alternate diagnosis that would explain the reason for their symptom(s) should:
  - Stay home and follow the NJDOH School Exclusion List for the diagnosed illness.

- If symptoms related to an alternate diagnosis change or worsen, the individual should consult a healthcare provider to determine next step

- Individuals (staff and students) who have any symptom(s) consistent with COVID19 will be sent home or denied entry and referred to a healthcare provider for evaluation on whether testing is needed.

- Children and staff who are COVID-19 **positive** or who have symptoms consistent with COVID-19 and **have not had a medical evaluation or COVID-19 test** must not return until they have met the criteria for discontinuing home isolation (see table on next page).

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Individuals who **have symptoms of COVID-19 AND** • have **tested positive** (by PCR, rapid molecular or antigen testing) **OR** • have **not been tested** (i.e. monitoring for symptoms at home) should stay home and away from others until:	At least 10 days have passed since their symptoms first appeared **AND** • They have had no fever for at least 24 hours (one full day without the use of medicine that reduces fever) **AND** • Symptoms have improved (e.g. cough, shortness of breath)
Individuals who have **NO symptoms** and have **tested positive** should stay home and away from others until:	10 days have passed from the collection date of their positive COVID-19 diagnostic test AND they have not developed symptoms.
Individuals who have symptoms and have **tested negative** should stay home and away from others until:	24 hours after their fever has ended without the use of fever-reducing medications and other symptoms improve.
Individuals who are identified as a **close contact*** of a confirmed case should:	Self-quarantine and monitor for symptoms for 14 days from the last date of exposure with the confirmed case, even if contact tested negative.

*Close contact is defined as being within 6 feet for at least a period of 15 minutes.

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c.   Protocols for Face Coverings

- All Montgomery students will be required to wear face-masks throughout the school day except:

  - When doing so would inhibit the individual's health.
  - When a student is in extreme heat outdoors.
  - When a student is in water.
  - If a student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
  - If a student is under the age of two (2), due to the risk of suffocation.
  - When a student is eating or drinking.
  - If or when anyone has trouble breathing or is unconscious, is incapacitated, or is 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 (see number 2 below).
  - When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task (for example, students operating machinery in which face coverings may get caught).

- Families will be asked to provide their child with an appropriate mask for each day of school.

- The school will have additional PPE to issue to students and staff if they do not have an appropriate mask, if their mask gets wet or dirty, or if they do not have access to PPE.

- The school will create an accountability system for non-adherence to wearing masks.

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Appendix F
Critical Area of Operation #6 - Contact Tracing

The Montgomery Township School District will include in Appendix F the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.

Per the CDC, exposure occurs when someone sustains 15 minutes or more of exposure, within 6 feet of an individual who tests positive for COVID-19.

Once a positive case is confirmed, the Contact Tracing Team (Overseen by the Director of Safety and Security and comprised of a building's school nurse, Vice Principal and/or additional designees) will:

1. Remember confidentiality is to be maintained.

2. Confer with the Montgomery Township Department of Health if they were not the individual/agency that informed the school.

3. Provide the Montgomery Township Department of Health the information requested by the county contact tracing team including, but not limited to:
   a. Bus lists
   b. Class lists
   c. Sports team list
   d. Club/activity member list
   e. Related services/Academic Support Groups

4. Montgomery Township Public Health Contact Tracers will make the calls to those individuals listed.

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Appendix G
Critical Area of Operation #7 - Facilities Cleaning Practices

The Montgomery Township School District will include in Appendix G the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.g.

Coronavirus is transmitted via droplet (i.e. cough, sneeze, etc.) and lives on hard surfaces for as long as one week. Accordingly, our district's cleaning protocol requires we disinfect all common touch-points and hard flooring daily.

Examples of common touch-points are:

- Door hardware (i.e. lever sets, push plates, etc.)

- Light switches

- Desktops and tabletops

- Lockers & locker hardware

- Lavatory partitions hardware

- Lavatory china and hardware

- Drinking fountains

- Instructional Technology (computer keyboards, mice, heads-sets, chrome-books, etc.)

- Shared equipment (i.e. carts, dollies, etc.)

- Hard flooring (vinyl tile floors; rubberized floors; etc.)

"Disinfecting' is a two-step process which requires our custodian proceed as follows:

Step-1   Pre-clean with Approved Cleaner

- The following tasks require custodial staff don PPE; nitrile gloves, eye shield and masks, specifically:

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- Perform 'pre-cleaning' of all common touch points with general purpose cleaner and microfiber toweling. Microfiber toweling should be folded into quarters and a clean 'face' used for each task until all sixteen faces have been used. Fully soiled towels are to be bagged immediately and laundered on 'sanitizer' setting daily.

- Where hard-surface floors are hand-mopped by hand, a general purpose cleaner is to be used in concert with a 2-bucket wringer which separates clean water from dirty water such that cross-contamination does not occur while completing mopping assignment. Fully soiled mop-heads are to be bagged immediately and laundered on 'sanitizer' setting daily.

- Where hard-surface floors are cleaned by a walk-behind or ride-n type auto scrubber, the effluent tank is to be emptied or in an approved custodial closet with floor drain.

  Note that carpeted surfaces will be extracted with cleaner once per week

Step-2   Apply Approved Disinfectant

- The following tasks require custodial staff don PPE; nitrile gloves, eye shield and masks, specifically:

  - Once the common touchpoints and hard floor surfaces have been pre-cleaned, application of disinfectant products via microfiber toweling can begin.

  - The optimal efficacy of any disinfectant can only be reached when it is allowed to air dry on surfaces for a product-specific timeframe meant to maximize kill factor. This time-frame is known as the 'dwell time'. In our district, the disinfectant products we use require a dwell-time of (10) minutes.

Custodial staff will apply disinfectant products manually (i.e. with microfiber towels). Anticipated lead time for these is later October-November at present. Once received, these will offer a more effective and efficient way to apply disinfectant since it creates a static charged vapor that adheres to the geometry of all hard-surfaces (i.e. like a powder coating operation).

District cleaning and disinfecting protocol documentation has been updated to reflect COVID-19 standards and recommendations.

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Since the disinfecting process is a labor-intensive, time-consuming process, the focus areas of the Day & Night Custodial operations will be as follows:

Day Custodians
- Exterior doors and vestibules
- Hallways & drinking fountains
- Lavatories
- Common Areas (Gyms & Media Centers; if students are not present for a minimum of 30 minutes)

Night Custodians
- Classrooms
- Offices
- Lavatories

If lunch is served in a cafeteria setting, Day Custodians will need to allow additional time to clean and disinfect tabletops prior to the start of daily food service and then cleaned and disinfected again following the conclusion of food service that day. The Facilities Office realizes that each of our (5) schools operates their meal delivery (i.e. food service/lunch and/or classroom snack) differently and as such, is aware of the unique custodial challenges and logistical issues presented. A decision has yet to be made concerning whether or not snacks or lunch served inside classrooms will require or be offset by teacher assistance. If this is the case, disinfectant wipes and/or cleaning items and PPE would need to be procured and supplied.

Since all custodial personnel are on the front line of daily cleaning and disinfecting, this plan requires they protect their health and welfare by donning PPE and practicing good hand-washing and hygiene as follows:

- Wash hands with soap and warm water frequently and for more than (20) seconds at a time

- Avoid touching face, eyes and nose

- Wearing disposable gloves when cleaning

Custodial Manpower

When a full contingent of personnel is present manpower in district is thus:

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Montgomery High School
   (6) Day custodians
   (7) Night custodians

Upper Middle School
   (3) Day custodians
   (4) Night custodians

Lower Middle School
   (3) Day custodians
   (4) Night custodians

Orchard Hill Elementary School
   (3) Day custodians
   (4) Night custodians

Village Elementary School
   (2) Day custodians
   (3) Night custodians

IAQ/Ventilation

The district strives to maintain high Indoor Air Quality (IAQ) standards in order to ensure building occupants are provided a comfortable and healthy environment. In concert with this, we will look to optimize fresh air ventilation much as possible without degrading our overall indoor air quality.

Classroom Unit-Ventilators (UV) media filters have been changed this summer and the interiors of these mechanical units vacuumed and cleaned to ensure cleanliness. UV and RTU filters will now be changed quarterly rather than biannually.

Other Technology

The district is investigating other cleaning technologies such as:

● High-Intensity UV/Ozone. Fixtures can be installed in classrooms and in ductwork but requires discharge in unoccupied conditions and then the full evacuation of the ozone gas that is produced. This technology is effective but costly and possible long-term health effects that are unproven.

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Appendix K
Academic, Social, and Behavioral Supports

The Montgomery Township School District will include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

In addition to all supports listed in the aforementioned sections, MTSD will be:

Academics *Digital tools and resources will be provided by ICS and resource teachers to scaffold access to the daily learning activities in each class.*	Related Services *Therapeutic Service Providers will share and develop plans for each student/student groups using a variety of paper-based and digital resources.*	Counseling

- Google Classroom
- Learning Ally
- Digital Textbooks/Databases
- Packets
- Raz Kids
- Khan Academy
- Educere's Temporary Instruction
- Wilson (see ink)
Example of substep 3.3
- For autism classes, Rethink lesson plans and/ or videos- teacher/ therapist created video models for parents to implement instruction
	- YouTube videos
	- Journaling Prompts
	- Free podcasts
	- Self-regulation activity outlines
	- Guided meditation links
	- Therapists created videos
	- Packets
	- Compensatory services
		- Virtual and telephonic mental health resources will be shared with all students.
		  - 2nd Floor
		  - NJ Hopeline
		  - Crisis Text Line
		  - National Suicide Prevention Lifeline
		- Counselors will use district email to provide support and communicate with students
		- Self-regulation activity outlines
		- Guided meditation links

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a. Social Emotional Learning

MTSD will incorporate trauma-informed practices into all schools and classrooms which include practices to support mindfulness, self-regulation strategies, and promote social-emotional wellness.   We recognize that students and faculty must feel safe in order for academic engagement to take place.

- Elementary Schools
  - The elementary schools (OHES & VES) Compassionate Care teams will implement a plan for their respective buildings to provide training and support for staff on trauma-informed practices. This will include supporting mindfulness and self-regulation as well as promoting social-emotional wellness.
  - The elementary schools' administrators/counselors/CST will meet regularly in their respective buildings to discuss students of concern and how to best meet their needs, both academically and social-emotionally.
  - Additional evidence-based tools will be provided for the school counselors to support social and emotional learning.

- Middle Schools
  - The middle schools (LMS & UMS) Trauma-Informed teams will implement a plan for their respective buildings to provide training and support for staff on trauma-informed practices. This will include supporting mindfulness and self-regulation as well as promoting social-emotional wellness.
  - The middle schools' administrators/counselors/CST will meet weekly in their respective buildings to discuss students of concern and how to best meet their needs both academically and social-emotionally.

- Montgomery High School
  - The MHS Trauma Informed Leadership Team and the STARR mental health professionals will continue to provide information and training relevant to COVID and the Trauma Informed approach. Training opportunities will be virtual and/or self-directed.
  - Trauma-informed practices will continue to be implemented schoolwide for students and staff. These practices support mindfulness, self-regulation, and promote social-emotional wellness.
  - The MHS Trauma Informed Leadership Team members will be given a walking duty where they will have impromptu conferences with specified students during a socially distant walk and talk (regulating and restorative dialogue).

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○ The Academic and Social Assistance Committee (composed of all of a student's teachers, nurse, counselor, SAC, school psychologist, etc.) will meet regularly to address the needs of students who are demonstrating patterns of behavior that prompt concern.

○ The STARR (Shifting Through Awareness, Regulation, and Relationship) Program (one dedicated non-CST school psychologist and school social worker) will be offering individual and group therapy to targeted at risk students. All group sessions will be offered remotely to ensure that all social distancing procedures are followed. One-on-one sessions will be in-person.

○ The STARR mental health professionals will follow a consultative model to support school counselors, child study team members and the student assistance counselor.

b. Multi-Tiered System of Supports

- MTSD applies a multi-tiered system of supports to support academic achievement in the classroom. This includes: differentiation of instructional strategies and resources inside the classroom; academic support services for students demonstrating difficulty reaching grade-level norms; and I&RS and 504 plans to provide teachers with specific accommodations to apply to classroom instruction. The I&RS Committees in all buildings meet on a regular basis to review students who may be in need of academic interventions. Universal Design for Learning philosophies guide our intervention practices. When necessary, students are referred to the CST for testing and additional interventions.

- Additionally, during hybrid and distance learning models, additional, adaptive students learning platforms have been purchased to close the learning gaps in ELA and mathematics.

c. Wraparound Supports

- The BOE, in coordination with the local YMCA is providing wrap-around child care services for our half day kindergarten students, as well as provided limited care for the children of MTSD faculty. The district continues to engage in outreach with our aftercare provider to ensure that the district's child care needs are met to the fullest extent possible.

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d. Food Services and Distribution

- As our district is operating on an early dismissal schedule, only students eligible for the Federal Free and Reduced Lunch Program will be provided with a daily lunch via a grab and go method on a student's way out of the building when leaving for the day.
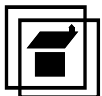
e. Quality Child Care

- The BOE, in coordination with the local YMCA is providing wrap-around child care services for our half day kindergarten students, as well as provided limited care for the children of MTSD faculty. The district continues to engage in outreach with our aftercare provider to ensure that the district's child care needs are met to the fullest extent possible.

f. Digital Divide

Montgomery will be transitioning to a 1:1 take-home Chromebook initiative at grades 5-8. Pk-4 will have a take home of a classroom cart-based 1:1 initiative. Grades 9-12 is a BYOD environment, so it is believed that students will have a device. Grades 9-12 will be surveyed, though, to ensure that students have a functioning device for remote school work.

- Include a documented process for identifying students in need of educational technology;
  - Families are surveyed online for their need of a device per child or internet connection for household. We currently meet the identified needs of our Title 1 students with Title 1 devices and internet hot spots. Our Title 1 identification process will be our initial identifier.

- Identify steps that the district will take to provide needed technology to students identified as otherwise lacking access to such technology.
  - PK-8 will be following the 1:1 initiatives. 9-12 students in need of a device and/or internet connectivity will be provided a chrome book and internet hot spot. Those students who will be in the hybrid format will receive devices at the school building for take home and bring back. Those in virtual only will have numerous pickup opportunities at a centralized district location. Families who are unable to pick up a device will have a device dropped off via district transportation.

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- Prioritize provision of district-issued technology to those students who, in the absence of district-issued technology, may be unable to fully participate in remote instruction.
    - o Students in grades 9-12 will be the only students not in a 1:1 initiative, since they are setup as a "Bring your Own Device" school. The district will provide Chromebooks and internet hot spots for students who are identified as in need at these grades. Priority will be given to students who do not have a capable device at home.

- Include ongoing monitoring, provisions for issuing educational technology throughout the school year, and other provisions necessary to prevent lapses in student access to remote instruction as district or family circumstances evolve.
    - o Monitoring via periodic surveying, district contact from parents via online forms, phone calls, and email. Guidance, student services department and building administrative outreach prompted by teachers identifying students who are not present online. Ongoing remote tech support, device repair and or replacement.

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Appendix N
Scheduling of Students

The Montgomery Township School District will include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.3., including, but not limited to:

The school year will meet or exceed and the minimum required 180 days in the academic calendar for the 2020-2021 school year.

In order to accommodate this unique situation our teachers will be adopting a Hybrid Model of Instruction.[1] The foundation of the Hybrid Model of Instruction is a pedagogical practice called *the flipped classroom.* In *the flipped classroom,* new content is presented mostly through prerecorded presentations and/or high quality, commercially produced content videos. In addition to the video lessons, students will be provided a list of required q assignments which will include independent reading, writing, problem solving, virtual experiments, and group work through digital tools. These activities will mirror the same learning activities that have traditionally been part of normal classroom instruction. Additionally, online reading and math platforms will be used to enhance skill development for our K-6 grade students.

Synchronous time with the teacher, either in-person or virtually through a video platform, is highly valued as time for teachers to deepen student understanding, reteach misunderstood content, and to personalize instruction for students.

Although this is a paradigm shift away from traditional classroom instruction, *the flipped classroom* model is not new. Proponents of this model cite the ability for teachers to personalize instruction at a much greater level as a significant instructional benefit.

    a.   <u>School Day</u>

        1.   Families will be given the opportunity to select a fully-online model for their students.

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[1] Sheninger, Eric. *Moving to a Hybrid Learning Model*, 21 June 2020, esheninger.blogspot.com/2020/06/moving-to-hybrid-learning-model.html.
"Hybrid Learning Environments: The Instructional Trajectory." IDE Corp., 5 July 2020,www.idecorp.com/hybrid-learning-environments-the-instructional-trajectory/.

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2. While functioning in a partial-capacity model, 50% of the student population will physically attend school on a two-day-on two-day-off schedule to accommodate the AA/BB/Virtual Day schedule of grades K-6 and the A/B schedule of grades 7-12.
   a. MTSD will utilize Google Classroom (3-12) and Seesaw (PK-2) to communicate all learning assignments to be completed.
   b. In-person teaching will be used to deepen understanding and personalize learning levels.
   c. Following the district-approved 4-hour learning day, students will continue independent learning in which they will complete learning activities assigned by their teacher or spend time on adaptive learning platforms.

3. Students working as part of the **fully online cohort** and the hybrid cohort working from home will be expected to work s**ynchronously with the school schedule**. Although we will not be streaming the entries classroom, teachers will create a home-school connection through Google Classroom (3-12, SeeSaw(Pk-2), and Google Meets.
   a. All students will be able to utilize the learning platforms (G-Classroom and Seesaw) throughout the day to ask questions to their teachers during the am sessions. Although an instant response may not be possible, this format will create more access to the students' teachers and to their other classmates. Whole class (all 3 cohorts) Google Meets will be utilized at the teachers' discretion in order to provide directions or support to all students during the morning sessions.
   b. Each afternoon, teachers will post the scheduled times for Q&A sessions, re-teaching sessions, and small group instruction sessions in order to deepen student understanding, reteach misunderstood content, and to personalize instruction for students. Students in grades 5-12 will make choices in cooperation with their teachers based on their needs for academic support. Fully online students are expected to participate in the online experiences offered in the afternoon sessions every day.

4. Regular attendance will be taken for students all students.
   a. Students not participating are referred to the guidance department in each school where a protocol is followed to contact the family.
   b. Attendance is tracked and counted as normal. Any attendance issues are reviewed by the attendance committee.
   c. Attendance may affect promotion to the next grade; however, each student's case will be reviewed on an individual basis.

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5. Special populations including students with an IEP, students with a 504 plan, ELL, and at-risk students will receive the same services listed in the [Emergency Closure Preparedness Plan](#) during either hybrid-learning or fully distanced learning.

b. Educational Program

1. MTSD Distance Learning Plan is presented in the form of a daily schedule, but all key instructional lessons will be available asynchronously. Teachers are utilizing recorded teacher lessons, commercially produced materials, and digital learning platforms aligned with the skills and content of our curriculum.

2. MTSD is applying a "flipped classroom, blended learning model" across all grade levels and subject areas.
   a. New content is presented through recorded sessions of live instruction, prerecorded teachers presentations, or high-quality commercially produced resources.
   b. Synchronous (in-person or virtual) time is leveraged to support students deeper understanding of the content and to personalize instruction based on learning needs.

3. Teachers are encouraged to design lessons with the UDL "access for all" approach to instruction, allowing students to access content through multiple means of representation.

4. Live Google Meet/Zoom sessions are used for synchronous instruction to remediate, to teach small groups, and to foster a SEL connection.

5. Grading will follow standard grading policies in place across the district.
   a. Genesis, our SIS, is used to communicate student

Full Pivot to 100% Online Instruction due to a State Closure

c. Full Distance-Learning Model

1. Schools would run a **full-day schedule** of **synchronous** instruction during which teachers would be available through Google Classroom, SeeSaw, Zoom, and/or MEET to students and parents during scheduled class periods.

2. 5-12 teachers would be expected to teach their schedule during which they would utilize **video platforms** to meet as a class, host small group instruction, re-teaching, comprehension checks with all students on a teacher-created schedule.

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    a. In addition to whole class experiences, teachers should regularly utilize Zoom/Meet to interact with students multiple times each week. These interactions might include whole class experiences, small group discussions, break-out groups, re-teaching, and 1:1 conferences.

3. Pk-4 teachers would be expected to host a daily synchronous check at the beginning of the school day and then schedule small group instruction, re-teaching, comprehension checks with all students on a teacher-created schedule.

    a. Students should have multiple live interactions per day with their classroom teacher. (This does not have to adhere to a specific amount of time as the time duration should be appropriate to each activity. For example, a re-teaching group might take significantly longer than a small group comprehension check.

4. Teachers would continue to share new-content through teacher-created video lessons or form high-quality video sources and leverage the flipped classroom model.

5. Teachers would continue to create multiple-day learning plans equal to a regular learning week.

6. Teachers will establish learning goals for all digital learning platforms available to their content area and regularly check students' progress.
(Raz-Kids, Newslela, Khan, Envision, BrainPoP)

7. Teachers will continue to collect and grade work through Google Classroom (3-12) and SeeSaw (PK-2), or TurnitIn (MHS only)

8. K-8 teachers will additionally use student data generated from digital learning platforms to inform student progress.

POLICY

MHS All Virtual

MHS Full Day Virtual Schedule			
Block	Begin	End	
1	8:00	9:10	
2	9:20	10:30	
UL	10:40	11:50	Student Lunch; Teacher CLTs
3	12:00	1:10	
4	1:20	2:30	

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MHS Hybrid

MHS Hybrid Schedule			
Block	Begin	End	
1	7:20	8:25	5 Minute Morning Announcements
2	8:30	9:30	
3	9:35	10:35	
4	10:40	11:40	
	11:40	12:10	Student Dismissal; Teacher Lunch
	12:10	1:00	Student Arrive Home; Teacher CLT
	1:07	2:07	Remote Learning

MHS Virtual M Day

MHS Virtual M Day Schedule			
Block	Begin	End	
A1	8:00	8:35	
B1	8:40	9:15	
A2	9:20	9:55	
B2	10:00	10:35	
UL	10:40	11:40	Student Lunch Teacher CLT
A3	11:45	12:20	
B3	12:25	1:00	
A4	1:05	1:40	
B4	1:45	2:20	

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HYBRID CALENDAR				
Oct. 12 A Day Cohort 1 in School	**Oct. 13** B Day Cohort 1 in School	**Oct. 14** A Day Cohort 2 in School	**Oct. 15** B Day Cohort 2 in School	**Oct. 16** A Day Cohort 1 in School
Oct. 19 B Day Cohort 1 in School	**Oct. 20** A Day Cohort 2 in School	**Oct. 21** B Day Cohort 2 in School	**Oct. 22** A Day Cohort 1 in School	**Oct. 23** B Day Cohort 1 in School
Oct. 26 A Day Cohort 2 in School	**Oct. 27** B Day All Cohorts Virtual: Special SAT Testing Schedule	**Oct. 28** A Day Cohort 1 in School	**Oct. 29** B Day Cohort 1 in School	**Oct. 30** A Day Cohort 2 in School
Nov. 2 B Day All Cohorts Virtual	**Nov. 3** A Day All Cohorts Virtual	**Nov. 4** B Day All Cohorts Virtual	**Nov. 5** No School	**Nov. 6** No School
Nov. 9 A Day Cohort 1 in School	**Nov. 10** B Day Cohort 1 in School	**Nov. 11** A Day Cohort 2 in School	**Nov. 12** B Day Cohort 2 in School	**Nov. 13** A Day Cohort 1 in School
Nov. 16 B Day Cohort 1 in School	**Nov. 17** A Day Cohort 2 in School	**Nov. 18** B Day Cohort 2 in School	**Nov. 19** A Day Cohort 1 in School	**Nov. 20** B Day Cohort 1 in School
Nov. 23 A Day Cohort 2 in School	**Nov. 24** B Day Cohort 2 in School	**Nov. 25** A Day Cohort 1 in School	**Nov. 26** Thanksgiving Break	**Nov. 27** Thanksgiving Break
Nov. 30 B Day Cohort 1 in School	**Dec. 1** A Day Cohort 2 in School	**Dec. 2** B Day Cohort 2 in School	**Dec. 3** A Day Cohort 1 in School	**Dec. 4** B Day Cohort 1 in School

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Dec. 7 A Day Cohort 2 in School	**Dec. 8** B Day Cohort 2 in School	**Dec. 9** A Day Cohort 1 in School	**Dec. 10** B Day Cohort 1 in School	**Dec. 11** A Day Cohort 2 in School
Dec. 14 B Day Cohort 2 in School	**Dec. 15** A Day Cohort 1 in School	**Dec. 16** B Day Cohort 1 in School	**Dec. 17** A Day Cohort 2 in School	**Dec. 18** B Day Cohort 2 in School
Dec. 21 A Day Cohort 1 in School	**Dec. 22** B Day Cohort 1 in School	**Dec. 23** A Day Cohort 2 in School		

POLICY

UMS Hybrid/Virtual Schedule

- Three hybrid blocks in the morning and one fully virtual class in the afternoon.
- The sequence of blocks will rotate after each four day hybrid cycle to ensure that students have the opportunity to attend all classes in-person (so the same class is not always fully virtual).
- Hybrid student cohorts alternate in-person every two days

Block Rotations *(rotate every 5th day - after completion of 4 day hybrid cycle)*					
Time	**Rotation #1** **(4 consecutive days)**	**Rotation #2** **(4 consecutive days)**	**Rotation #3** **(4 consecutive days)**	**Rotation #4** **(4 consecutive days)**	**Repeat Rotation #1**
8:10-9:30	BLOCK 1/HR	BLOCK 2/HR	BLOCK 3/HR	BLOCK 4/HR	
9:40-10:55	BLOCK 2	BLOCK 3	BLOCK 4	BLOCK 1	
11:05 - 12:20	BLOCK 3	BLOCK 4	BLOCK 1	BLOCK 2	
12:20 - 1:00	Lunch/Travel	Lunch/Travel	Lunch/Travel	Lunch/Travel	
1:00-1:30	FLEX	FLEX	FLEX	FLEX	
1:40-2:55	BLOCK 4 All Virtual	BLOCK 1 All Virtual	BLOCK 2 All Virtual	BLOCK 3 All Virtual	

Hybrid Schedule Calendar (October 12 - April 9) *(rotate every 5th day - after completion of 4 day hybrid cycle)*				
Oct 12 A Day Rotation 1 - Cohort 1	**Oct 13** B Day Rotation 1 - Cohort 1	**Oct 14** A Day Rotation 1 - Cohort 2	**Oct 15** B Day Rotation 1 - Cohort 2	**Oct 16** A Day Rotation 2 - Cohort 1
Oct 19 B Day Rotation 2 - Cohort 1	**Oct 20** A Day Rotation 2 - Cohort 2	**Oct 21** B Day Rotation 2 - Cohort 2	**Oct 22** A Day Rotation 3 - Cohort 1	**Oct 23** B Day Rotation 3 - Cohort 1
Oct 26 A Day Rotation 3 - Cohort 2	**Oct 27** B Day Rotation 3 - Cohort 2	**Oct 28** A Day Rotation 4 - Cohort 1	**Oct 29** B Day Rotation 4 - Cohort 1	**Oct 30** A Day Rotation 4 - Cohort 2

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Nov 2 B Day Rotation 4 *VIRTUAL ONLY*	**Nov 3** A Day Rotation 1 *VIRTUAL ONLY*	**Nov 4** B Day Rotation 1 *VIRTUAL ONLY*	**Nov 5** Teacher Convention	**Nov 6** Teacher Convention
Nov 9 A Day Rotation 1 - Cohort 1	**Nov 10** B Day Rotation 1 - Cohort 1	**Nov 11** A Day Rotation 1 - Cohort 2	**Nov 12** B Day Rotation 1 - Cohort 2	**Nov 13** A Day Rotation 2 - Cohort 1
Nov 16 B Day Rotation 2 - Cohort 1	**Nov 17** A Day Rotation 2 - Cohort 2	**Nov 18** B Day Rotation 2 - Cohort 2	**Nov 19** A Day Rotation 3 - Cohort 1	**Nov 20** B Day Rotation 3 - Cohort 1
Nov 23 A Day Parent Conference Rotation 3 - Cohort 2	**Nov 24** B Day Give Back Rotation 3 - Cohort 2	**Nov 25** A Day Early Dismissal Rotation 4 - Cohort 1	**Nov 26** Thanksgiving Break	**Nov 27** Thanksgiving Break
Nov 30 B Day Rotation 4 - Cohort 1	**Dec 1** A Day Rotation 4 - Cohort 2	**Dec 2** B Day Rotation 4 - Cohort 2	**Dec 3** A Day Rotation 1 - Cohort 1	**Dec 4** B Day Rotation 1 - Cohort 1
Dec 7 A Day Rotation 1 - Cohort 2	**Dec 8** B Day Rotation 1 - Cohort 2	**Dec 9** A Day Rotation 2 - Cohort 1	**Dec 10** B Day Rotation 2 - Cohort 1	**Dec 11** A Day Rotation 2 - Cohort 2
Dec 14 B Day Rotation 2 - Cohort 2	**Dec 15** A Day Rotation 3 - Cohort 1	**Dec 16** B Day Rotation 3 - Cohort 1	**Dec 17** A Day Rotation 3 - Cohort 2	**Dec 18** B Day Rotation 3 - Cohort 2
Dec 21 A Day Rotation 4 - Cohort 1	**Dec 22** B Day Rotation 4 - Cohort 1	**Dec 23** A Day **Rotation 4 - Cohort 2**	**Dec 24** Winter Break	**Dec 25** Winter Break
Jan 4 B Day Rotation 4 - Cohort 2	**Jan 5** A Day Rotation 1 - Cohort 1	**Jan 6** B Day Rotation 1 - Cohort 1	**Jan 7** A Day Rotation 1 - Cohort 2	**Jan 8** B Day Rotation 1 - Cohort 2
Jan 11 A Day Rotation 2 - Cohort 1	**Jan 12** B Day Rotation 2 - Cohort 1	**Jan 13** A Day Rotation 2 - Cohort 2	**Jan 14** B Day Rotation 2 - Cohort 2	**Jan 15** A Day Rotation 3 - Cohort 1

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Jan 18 OFF	**Jan 19** B Day Rotation 3 - Cohort 1	**Jan 20** A Day Rotation 3 - Cohort 2	**Jan 21** B Day Rotation 3 - Cohort 2	**Jan 22** A Day Rotation 4 - Cohort 1
Jan 25 B Day Rotation 4 - Cohort 1	**Jan 26** A Day Rotation 4 - Cohort 2	**Jan 27** B Day Rotation 4 - Cohort 2	**Jan 28** A Day Rotation 1 - Cohort 1	**Jan 29** B Day Rotation 1 - Cohort 1
Feb 1 A Day Rotation 1 - Cohort 2	**Feb 2** B Day Rotation 1 - Cohort 2	**Feb 3** A Day Rotation 2 - Cohort 1	**Feb 4** B Day Rotation 2 - Cohort 1	**Feb 5** A Day Rotation 2 - Cohort 2
Feb 8 B Day Rotation 2 - Cohort 2	**Feb 9** A Day Rotation 3 - Cohort 1	**Feb 10** B Day Rotation 3 - Cohort 1	**Feb 11** A Day Rotation 3 - Cohort 2	**Feb 12** OFF - In Service
Feb 15 OFF	**Feb16** B Day Rotation 3 - Cohort 2	**Feb 17** A Day Rotation 4 - Cohort 1	**Feb 18** B Day Rotation 4- Cohort 1	**Feb 19** A Day Rotation 4 - Cohort 2
Feb 22 B Day Rotation 4 - Cohort 2	**Feb 23** A Day Rotation 1 - Cohort 1	**Feb 24** B Day Rotation 1 - Cohort 1	**Feb 25** A Day Rotation 1 - Cohort 2	**Feb 26** B Day Rotation 1 - Cohort 2
Mar 1 A Day Rotation 2- Cohort 1	**Mar 2** B Day Rotation 2- Cohort 1	**Mar 3** A Day Rotation 2 - Cohort 2	**Mar 4** B Day Rotation 2 - Cohort 2	**Mar 5** A Day Rotation 3 - Cohort 1
Mar 8 B Day Rotation 3 - Cohort 1	**Mar 9** A Day Rotation 3 - Cohort 2	**Mar 10** B Day Rotation 3 - Cohort 2	**Mar 11** A Day Rotation 4 - Cohort 1	**Mar 12** B Day Rotation 4 - Cohort 1
Mar 15 A Day Rotation 4 - Cohort 2	**Mar 16** B Day Rotation 4 - Cohort 2	**Mar 17** A Day Rotation 1 - Cohort 1	**Mar 18** B Day Rotation 1 - Cohort 1	**Mar 19** A Day Rotation 1 - Cohort 2

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Mar 22 B Day Rotation 1 - Cohort 2	**Mar 23** A Day Rotation 2 - Cohort 1	**Mar 24** B Day Rotation 2- Cohort 1	**Mar 25** A Day Rotation 2 - Cohort 2	**Mar 26** B Day Rotation 2 - Cohort 2
Mar 29 Spring Break	**Mar 30** Spring Break	**Mar 31** Spring Break	**Apr 1** Spring Break	**Apr 2** Spring Break
Apr 5 Spring Break	**Apr 6** Spring Break	**Apr 7** A Day Rotation 3 - Cohort 1	**Apr 8** B Day Rotation 3 - Cohort 1	**Apr 9** A Day Rotation 3 - Cohort 2

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LMS Distance Learning Schedule
5th Grade Schedule

Period	5th Grade Red & Blue	Period	5th Grade Green & Gold
HR	8:07 - 8:22 15	HR	8:07 - 8:22 15
1st	8:25 - 9:19 54	1st	8:25 - 9:19 54
2nd	9:22 - 10:16 54	2nd	9:22 - 10:16 54
3rd	10:19 - 11:13 54	3rd	10:19 - 11:13 54
5th Gr. Lunch	**11:15 - 12:05 50**		
4th	12:07-1:01 54	4th	12:07-1:01 54
5th	1:04 - 1:58 54	5th	1:04 - 1:58 54
6th	2:01 - 2:55 54	6th	2:01 - 2:55 54

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LMS Distance Learning Schedule
6th Grade Schedule

Period	6th Grade Red & Blue	Period	6th Grade Green & Gold
HR	8:07 - 8:22 15	HR	8:07 - 8:22 15
1st	8:25 - 9:19 54	1st	8:25 - 9:19 54
2nd	9:22 - 10:16 54	2nd	9:22 - 10:16 54
3rd	10:19 - 11:13 54	3rd	10:19 - 11:13 54
4th	11:16 - 12:10 54	4th	11:16 - 12:10 54
6th Gr. Lunch	**12:11 - 1:01 50**		
5th	1 :04- 1:58 54	5th	1:04 - 1:58 54
6th	2:01 - 2:55 54	6th	2:01 - 2:55 54

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LMS Hybrid

WEEK 1	Rotation 1	
Period	TIME	MINS
HR	8:07 -8:22	15
1st	8:25 - 9:19	54
2nd Break/Snack	9:23 - 10:29	66
Break/Snack	**10:17 - 10:29**	**12**
3rd	10:32 - 11:26	54
4th Dismissal	11:29 - 12:23	54
Dismissal/Travel/Lunch	12:30 - 1:30	60
5th	1:30 - 2:11	41
6th	2:14 - 2:55	41
End of Instructional Day	2:55	

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LMS (Continued)

WEEK 2	Rotation 2	
Period	TIME	MINS
HR	8:07 -8:22	15
5th	8:25 - 9:19	54
6th Break/Snack	9:23 - 10:29	66
Break/Snack	10:17 - 10:29	12
1st	10:32 - 11:26	54
2nd Dismissal	11:29 - 12:23	54
Dismissal/Travel/Lunch	12:30 - 1:30	60
3rd	1:30 - 2:11	41
4th	2:14 - 2:55	41
End of Instructional Day	2:55	

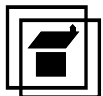| WEEK 3	Rotation 3	
Period	TIME	MINS
HR	8:07 -8:22	15
3rd	8:25 - 9:19	54
4th Break/Snack	9:23 - 10:29	66
Break/Snack	10:17 - 10:29	12
5th	10:32 - 11:26	54
6th Dismissal	11:29 - 12:23	54
Dismissal/Travel/Lunch	12:30 - 1:30	60
1st	1:30 - 2:11	41
2nd	2:14 - 2:55	41
End of Instructional Day	2:55	

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OHES and VES Schedule

	Monday (cohort 1 in person)	Tuesday (cohort 1 in person)	Wednesday (cohort 2 in person)	Thursday (cohort 2 in person)	Friday (ALL Students Are Virtual)
4-hour Early Dismissal School Day 9:30-1:30 (instruction for all students)	Classroom Instruction	Classroom Instruction	Classroom Instruction	Classroom Instruction	Classroom Instruction
	Possible Break & Snack				
	Classroom Instruction	Classroom Instruction	Classroom Instruction	Classroom Instruction	
1:30-1:40pm	School Dismissal				Student Lunch & Teacher Planning Begins
1:40-2:30pm	Teacher/Student Lunch				
2:30-3:50pm (virtual instruction)	Teachers will continue to host small group Google Meets with students. Students will also continue their learning through the use of interactive digital platforms (RAZ Kids, Dreambox, Epic) and completing assignments on daily learning plans.				All students work independently on weekly learning plans and digital learning platforms. Teacher PLC & Planning for following week

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OHES Kindergarten Schedule

Early Dismissal Schedule	Monday (cohort 1 in person)	Tuesday (cohort 1 in person)	Wednesday (cohort 2 in person)	Thursday (cohort 2 in person)	Friday (ALL Students Are Virtual)
K-AM:9:30-11:20	Classroom Instruction "AM"	Classroom Instruction "AM"	Classroom Instruction "AM"	Classroom Instruction "AM"	Classroom Instruction "AM"
	In-between sessions (11:20-11:50am)				
K-PM: 11:50-1:30	Classroom Instruction "PM"	Classroom Instruction "PM"	Classroom Instruction "PM"	Classroom Instruction "PM"	Classroom Instruction "PM"
1:30-1:40pm	School Dismissal				Student Lunch & Teacher Planning Begins
1:40-2:30pm	Teacher/Student Lunch				
2:30-3:50pm (virtual instruction)	*Child will see one teacher (RA or classroom) each afternoon for 30-35 minutes. All other time will be asynchronous learning. -- Teachers will continue to host small group Google Meets with students for reteaching, Q & A sessions, etc.. Students will also continue their learning through the use of interactive digital platforms and completing assignments on daily learning plans				All students work independently on weekly learning plans and digital learning platforms. Teacher PLC & Planning for following week

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Appendix O
Staffing

The Montgomery Township School District will include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

   A. Leadership and Planning

      1. Staffing
         a. The unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns, have been identified through staff surveys, virtual forums, and one-to-one meetings. Every staff member has access to the technology needed to perform in a highly effective manner. The district funds, provides, and promotes an employee assistance program available to all staff. A Wellness Committee is active and provides healthful tips and activities for staff. Child care concerns have been solicited via staff surveys, large group virtual meetings, small group meetings, and one-to-one meetings. The Department of Human Resources is leading all of these areas to ensure the unique needs of each staff member can be addressed.

         b. The District complies with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing COVID-19 related changes for the 2020-2021 school year, the school district has consulted with the local bargaining units and legal counsel. Applicable policies are on the district website and available to all staff, several presentations pertaining to ADA, HIPAA laws, emergency family leave acts for self, child, and other care benefits available to staff. Relevant employment law posters are displayed in all buildings for staff access. The staff has been given instructions on how to request ADA accommodations or leaves of absence. Medical and legal counsels are part of the consortiums.

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c. Roles and responsibilities:
  1. School administrators' roles - will first and foremost be to oversee the safety of students and staff in their respective buildings. Second, leading the educational program in each of their schools and departments, communicating and monitoring the needs of students, ensuring equity and access for all students and staff, providing leadership and confidence in their staff, contacting additional resources, as needed, supervising staff, evaluating staff, ensuring the board's educational plan is being implemented.
  2. Teachers' roles - providing access and equity for all students while providing instruction in compliance with the approved curriculum, modeling safe and healthy habits in regard to contact issues, monitoring students' mental health and alerting the proper experts as per policy for student safety, communicating with students and parents so the students have every opportunity to achieve success.
  3. Instructional Assistants' roles - will include working closely with students as per their IEP's and the directives provided by the Special Services Department.
  4. Educational Services Professionals' roles - providing supervision and support for students as identified by the administration.
  5. Student teachers' roles-to educate and support the students and parents in the same exemplary manner as their cooperating teacher - that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

d. The district will offer a hybrid model of instruction where students can opt for 100% virtual instruction or in-person instruction. The instruction will be delivered following an A/B schedule. The schedule set forth by the district is in complete agreement with the NJDOE regulations.

e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

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1. Mentoring Guidance – Outlines requirements and flexibilities for non-tenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

2. Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

   MTSD provided all tenured certificated staff with a NE for their summative evaluation score as prescribed by the NJDOE. Non-tenured certificated staff received a scored summative assessment and the year will accrue toward tenure. No CAPs were implemented.

3. Certification

   (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

   (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

2. In-Person and Hybrid Learning Environments: Roles and Responsibilities

   a. In the MTSD hybrid learning environment, the administration will schedule staff in a way to incorporate duties to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules include designated time to support school building logistics required to maintain health and safety requirements.

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b.   Instructional staff should:

(1)   Reinforce social distancing protocol with students and   co-teacher or support staff.

(2)   Limit group interactions to maintain safety.

(3)   Support school building safety logistics (entering, exiting, restrooms, etc.).

(4)   Become familiar with district online protocols and platforms.

(5)   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.

(6)   Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

(7)   Provide regular feedback to students and families on expectations and progress.

(8)   Set clear expectations for remote and in-person students.

(9)   Assess student progress early and often and adjust instruction and/or methodology accordingly.

(10)   Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

(11)   Instruct and maintain good practice in digital citizenship for all students and staff.

(12)   Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

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(13)   Teacher leaders should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

(14)   Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

(15)   Limiting on-line activities for preschool students.

c.   Mentor teachers should:

(1)   Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2)   Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3)   Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4)   Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5)   Continue to maintain logs of mentoring contact.

(6)   Mentor teachers should consider all health and safety measures when doing in-person observations.

(7)   Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8)   Consider alternative methods for classroom observations and avoiding in-person contact where possible.

d.   Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

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(1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

(3) Prioritize vulnerable student groups for face-to-face instruction.

(4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

(5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

(6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

(7) Define and provide examples of high-quality instruction given context and resources available.

(8) Assess teacher, student, and parent needs regularly.

(9) Ensure students and parents receive necessary supports to ensure access to instruction.

(10) 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).

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

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(12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

(13) 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.

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

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

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

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

(18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage an online platform for small groups of in-person students while the teacher is remote.

(4) Assist with the development and implementation of adjusted schedules.

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(5)   Plan for the completion of course requests and scheduling (secondary school).

(6)   Assist teachers with providing updates to students and families.

(7)   Support embedding of SEL into lessons.

(8)   Lead small group instruction to ensure social distancing.

(9)   Consider student grouping to maintain single classroom cohorts.

(10)   Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f.   Support staff/paraprofessionals may:

(1)   Lead small group instruction to ensure social distancing.

(2)   Consider student grouping to maintain single classroom cohorts.

(3)   Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4)   Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5)   Provide real-time support during virtual sessions.

(6)   Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7)   Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8)   Lead small group instruction in a virtual environment.

(9)   Facilitate the virtual component of synchronous online interactions.

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(10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

(1) Human Resources and Administration will develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

(2) Supervisors will work directly with substitute teachers to educate them about their roles in both virtual and hybrid settings. Supervisors provide support for the substitutes so they can fulfill their responsibilities.

(3) Human Resources assign substitutes to a single school building or grade level to avoid too much movement between schools.

(4) Building administration will identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

(5) Human Resources provides training to substitutes to educate them on safety protocols for staff and students.

6. Educator Roles Related to School Technology Needs

a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one:

(1) Identify staff members to provide ongoing support with technology to students, teachers, and families. The Supervisor of Technology will oversee this process and technicians are assigned to each building to support the staff and students. PitBull will continue to support the Technology Department with infrastructure and security.

(2) Teachers and families were surveyed to determine technology needs/access.

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(3) One-to-one instructional devices and connectivity were targeted to families and the Supervisor of Technology actually visited the homes of district families to help them troubleshoot and provide them with connectivity boosters.

(4) Contact information for staff and teachers is available on the district website, including: district email addresses and access to online platforms

b. To ensure student teachers are prepared to start supporting instruction on day one, the district will:

(1) The Department of Curriculum and Instruction will train student teachers to use technology platforms.

(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3) Talk with student teachers to determine technology needs/access (Pre-school).

(4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers will:

(1) Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2) Lead small group instruction (in-person to help with social distancing).

(3) Co-teach with cooperating teachers and maintain social distancing.

(4) Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

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(5)   Implement modifications or accommodations for students with special needs.

(6)   Facilitate one-to-one student support.

(7)   Lead small group instruction virtually while the classroom teacher teaches in-person.

(8)   Provide technical assistance and guidance to students and parents.

(9)   Develop online material or assignments.

(10)   Pre-record direct-instruction videos.

(11)   Facilitate student-centered group learning connecting remote and in-person students.

d.   Additional Staff Concerns

(1)   Preparing developmentally appropriate practice opportunities that are hands-on learning, rather than worksheets or computer-based activities when possible. In the elementary grade band, interactive learning activities are the most effective.

(2)   Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3)   Engage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building.

(4)   Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.