



Reopening Document Checklist for the Re-Opening of School 2020-2021

To assist with development and review of school reopening plans, this checklist presents the Anticipated Minimum Standards detailed in the NJDOE's "The Road Back: Restart and Recovery Plan for Education," select statutory and regulatory provisions governing school schedules, and other central reopening priorities. For additional information, please consult the NJDOE's The Road Back [webpage](#).

Does your district reopening plan:

Reopening Planning

- Implement a schedule for the 2020-2021 school year that includes in-person instruction in some capacity and provides public school facilities for at least 180 days in accordance with N.J.S.A. 18A:7F-9?
- Incorporate a policy regarding fulltime remote learning services, in accordance with the Department's guidelines?
- Ensure, consistent with N.J.A.C. 6A:32-8.3, that each student is provided at least four hours of instructional contact time per school day, or one continuous session of two and one-half hours for kindergarten students (such instructional time may be achieved through in-person, synchronous remote, or asynchronous remote activities)?
- Prepare for a potential shift back to entirely remote learning models by implementing measures to strengthen remote learning capabilities?
- If a member of the NJSIAA, conduct high school athletics in accordance with protocol issued by the NJSIAA. **Note: While NJSIAA does not maintain oversight over middle school sports, it is suggested that districts follow the same guidelines issued for high school sports.
- Establish or designate in each school a diverse Pandemic Response Team to oversee each school's implementation of the district's reopening plan, particularly health and safety measures? If establishing a new Pandemic Response Team, that team includes, if applicable:
 - School principal or lead person;
 - Teachers representing each grade band served by the school;
 - Child Study Team member;
 - School counselor or mental health expert;
 - Subject area chairperson/director;
 - School nurse;
 - School safety personnel;
 - Members of the school safety team;
 - Custodian; and
 - Parents.



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Digital Divide

- Include a plan outlining steps to ensure that all students who are expected to engage in remote instruction have access to the requisite educational technology (including hardware and connectivity), whether that technology is issued by the school district or provided by the student's family? That plan must:
 - Include a documented process for identifying students in need of educational technology;
 - Identify steps that the district will take to provide needed technology to students identified as otherwise lacking access to such technology;
 - 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; and
 - 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.

General Health and Safety

- Provide reasonable accommodations for students and staff identified as having a higher risk for severe illness from COVID-19, including older adults and individuals with disabilities or serious underlying medical conditions?

Classrooms, Testing, and Therapy Rooms

- Ensure that students are seated at least six feet apart within the classroom?
 - [If district answers "No" to the above] Implement social distancing modifications to the greatest extent practicable, including the use of physical barriers between desks and turning desks to face the same direction or having students sit on only one side of the table, spaced apart?
- Ensure that other instructional and non-instructional rooms comply with social distancing standards to the greatest extent practicable?
- Provide for limited use of shared objects when possible and clean such objects between uses?
- Ensure that indoor facilities have adequate ventilation, including by: maintaining operational heating and ventilation systems where appropriate; ensuring that recirculated air has a fresh air component; opening windows if A/C is not provided; and maintaining filters for A/C units according to manufacturer recommendations?
- Ensure that hand sanitizing stations are maintained with alcohol-based hand sanitizers in each classroom, at entrances and exits of buildings, and near lunchrooms and bathrooms?
- Ensure that existing handwashing stations with soap, water, and alcohol-based hand sanitizers?
- Include provisions that facilitate student hand washing at regular intervals (or use of alcohol-based hand sanitizer if washing with soap and water is not possible), such as designating certain times for students to wash hands (e.g. before eating, after using the bathroom, and after



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blowing their nose/coughing/sneezing), use of signage to encourage handwashing, or other provisions?

Transportation

- Require students to wear face coverings if the student can do so, while providing accommodations as appropriate for young students or students with disabilities?
- Maintain social distancing practices on buses to the maximum extent practicable?
- Adopt best practices for cleaning and disinfecting school buses and other transport vehicles?
[What Bus Transit Operators Need to Know About COVID-19](#)

Student Flow, Entry, Exit, and Common Areas

- Incorporate a policy which, includes the process and location, for student and staff health screenings? Such process will include screening upon arrival for symptoms and history of exposure, visual check of students for symptoms and/or confirmation with families that students are free of COVID-19 symptoms, documentation of when signs/symptoms are observed, and any necessary accommodations for students with disabilities.
- Ensure that there are physical guides or markings to help ensure that staff and students remain at least six feet apart in lines to enter or exit the building and at other times, and require utilization of face coverings when physical distancing (six feet) cannot be maintained for individuals waiting to enter or exit a building while providing accommodations as appropriate for young students or students with disabilities?

Screening, PPE, and Response to Students and Staff Presenting Symptoms

- Require students, staff and visitors to wear face coverings unless doing so would inhibit the individual's health, the individual is under two years of age, or other exceptions outlined in NJDOE's guidance apply, while providing any necessary accommodations for young students or students with disabilities?
- Incorporate policy and procedures for symptomatic students and staff that include:
 - Written protocols detailing the district's response to students or staff that test positive for COVID-19;
 - Immediate notification of local health officials, staff, and families in the event that an individual who has spent time in a district facility tests positive for COVID-19;
 - Isolation of symptomatic individuals, with continued supervision and care for students;
 - Methods to assist in contact tracing, including records of groups/cohorts, assigned staff, and daily attendance;
 - Continuous monitoring of symptoms; and
 - Readmittance policies consistent with the relevant NJDOH guidance?
- Encourage parents to be alert for signs of illness in their children and keep them home when they are sick?

Contact Tracing

- Incorporate a contact tracing policy in consultation with the local health department and its school nurses?



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Facilities Cleaning Practices

- Develop a procedure manual to establish schedules for increased cleaning and disinfection; targeted areas to be cleaned, including frequently touched surfaces and objects and frequent sanitization of bathrooms; and methods and materials to be used?

Meals

- Stagger use of cafeteria or group dining areas, and clean and disinfect them between groups?
- Provide for the discontinuation of family, self-service, and buffet meal service in cafeterias or group dining areas?
- If cafeterias or group dining areas are used, ensure students are spaced at least six feet apart?
- Require individuals to wash their hands with soap after removing their gloves or after directly handling used food service items?

Recess/Physical Education

- Stagger recess or other outdoor activities? Utilize cones, flags, tape, or other signs to maintain six feet of space between groups participating in recess or other outdoor activities?
- Require students to wash hands with soap immediately after outdoor playtime?
- Stagger the use of playground equipment and establish frequent disinfecting protocols?
- Close, or stagger the use of and frequently disinfect, locker rooms?
- Minimize sharing of equipment and clean and disinfect equipment between each use?
- Designate specific areas for each class during recess to avoid cohort mixing?

Field Trips, Extra-curricular Activities & Use of Facilities Outside of School Hours

- Maintain social distancing and hygiene practices during extra-curricular activities?
- Require any external community organizations that use district facilities to follow district procedure and health and safety protocols?

Margate City School District Restart and Recovery Plan 2020-2021

**MARGATE CITY SCHOOL DISTRICT
8103 WINCHESTER AVENUE
MARGATE, NJ 08402**

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Eugene A. Tighe Middle School
Principal - Ryan Gaskill

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I. LEADERSHIP AND PLANNING

A. Pandemic Response Teams

Tighe School Pandemic Response Team

- Principal*
- School Nurse*
- 5th-6th Grade Teacher Representative
- 7th-8th Grade Teacher Representative
- Child Study Team/School Psychologist*
- Maintenance Personnel
- Parent Representative

Ross School Pandemic Response Team

- Principal*
- School Nurse*
- Child Study Team/School Social Worker*
- K-2nd Grade Teacher Representative
- 3rd-4th Grade Teacher Representative
- Maintenance Personnel
- Parent Representative

*Members of the School Safety Teams

B. Scheduling

1. Synchronous and Asynchronous In-Person Learning for All

All students will be in school daily for four hours from 8:15 AM to 12:15 PM

a. Schedule for In-Person Learning

- Subject area blocks of 54-57 minutes to reduce class turnover
 - ELA and Mathematics everyday
 - Science and Social Studies taught in alternating sessions
 - Spanish, Related Arts, and Physical Education/Health taught on alternating days of the week
- Extended learning will take place after dismissal using an asynchronous learning model. All students will be required to conduct 1-2 hours of independent study each afternoon from home. Students will be engaged in standards-based learning activities for practice, reinforcement, and/or prerequisite learning activities, as directed by their teachers.

b. Class Size and Cohorting

- Ross Elementary School: Additional classes to limit class size to 10-15 students per classroom in order to accommodate the need for social distancing.
 - Students stay in home-base cohorts all day except for Physical Education and some Related Arts classes
- Tighe Middle School: Additional sections for each grade level to limit class size to 10-15 students in order to accommodate the need for social distancing.
 - Students travel through four to six classrooms each day with the same cohort of classmates.

c. Lunch and Recess

- Students will not have a scheduled lunch or recess while in school.
 - Grab and Go hot lunch will be available upon dismissal
 - In school lunch service will be reserved for children remaining for afterschool child care only
- Teachers will permit snacks from home at designated times
- Teachers may conduct outdoor classroom recess breaks (weather permitting), as appropriate for the grade, at designated times per classroom.

2. Remote Learning Option for Some (*Board Policy #6173.1*)

- a. All families will be afforded the opportunity to participate in all virtual learning in accordance with the Department's guidelines
- b. Available upon parent request
- c. Registration by August 12, 2020 and Marking Period commitment will be required
- d. Remote learning will:
 - Be taught by a highly qualified teacher
 - Consist of synchronous and asynchronous tools
 - Google Classroom and/or Class Dojo
 - Google Meet/Zoom (depending on the grade level) for live interaction between students and teachers daily.
 - Engage the child in standards-based learning for four hours per day.

3. Remote Learning Model for All - Contingency Plan (*Board Policy #6173.1*)

- a. In the event of a health-related school closure, all students will be able to smoothly transition to full remote learning.
- b. Remote learning will:
 - Consist of synchronous and asynchronous tools
 - Google Classroom and/or Class Dojo
 - Google Meet/Zoom (depending on the grade level) for live interaction between students and teachers daily.
 - Live synchronous learning will follow a similar schedule as the In-Person learning model, except:
 - Allowing a screen-time break for lunch
 - Staggered start times for elementary and middle school students to accommodate families with children in multiple grades
 - Engage all children in standards-based learning for four hours per day.
 - Ensure student accountability for attendance and work completion

C. Staffing

1. Teacher Responsibilities in the Morning Session

- a. Teachers of core subjects (ELA, Math, Science, Social Studies) will teach four classes per day to one grade level at a time.
- b. Teachers of Special subjects (Spanish, Visual and Performing Arts, Physical Education, etc.) will teach up to four classes per day to no more than two grade levels at a time.
- c. Teacher duty periods, when possible, may include hallway/bathroom monitoring, library coverage, class coverage for absent staff, or other duties as required in a pandemic response capacity.

2. Teacher Responsibilities in the Afternoon Session

- a. All teachers will have a 40 minute duty-free lunch and a 40 minute individual prep period
- b. Collaborative Planning and Preparation (80 minutes) will be based on teaching assignment and/or pandemic response needs. This may include, but is not limited to:
 - Grade Level Team Meetings
 - Assess progress of shared students
 - Identify students in need of extra academics or social-emotional supports
 - Ongoing monitoring of the model of schooling in use- including schedule, instructional practices, and routines related to health and hygiene.
 - Identify challenges and recommend solutions.

- Content Area Team Meetings
 - Data-analysis to address learning gaps and prioritization of standards
 - Align content pacing from class-to-class and grade-to-grade.
 - Share instructional strategies for remediation, acceleration of grade-level content, and differentiation to meet all student needs.
- I&RS and Student Support Team Meetings
 - Analysis and action on teacher academic referrals and SEL surveys
 - Communication with parents and teachers of students in need
 - Connect families to community resources as needed
 - Extended day learning for students requiring intervention
 - Mentoring of at-risk students, or otherwise identified as needing support
- c. Remote Learning Assignments
 - For families who opt for fully virtual schooling
 - For students required to quarantine due to illness or travel
- d. Professional Development as needed in the areas of:
 - School Climate and Culture - promoting healthy behaviors
 - Integration of social-emotional strategies
 - Benchmark assessment and data-analysis
 - Curriculum development for consolidated schooling and remote learning
 - Technology tools (Google Classroom, Google Meet, etc) for remote learning contingency planning.

3. Educational Assistants

- a. Support students with specific needs as defined in student IEPs
- b. Conduct social-emotional support check-ins with students/families
- c. Support school culture in the maintenance of healthy behaviors of students
- d. Assist staff with day-to-day preparation and planning

4. Additional Staffing

- a. Additional part-time Physical Education/Health teacher

D. Educator Roles Related to School Technology Needs

- 1. Ensure all students have access to a device and reliable internet.
 - a. Conduct needs assessment
 - Number of available Chromebook devices
 - Number of students requiring a device and/or internet connectivity at home
 - Number of devices required to be on premises to provide for 1:1 distribution
 - b. Prioritize the purchase of devices and connectivity
 - c. Logistics of deployment of Chromebook devices
- 2. Other considerations
 - a. FCC & ESH recommendations for online learning -4.5 Mbps per stud
 - b. Track participation rates of students working remotely
 - c. Training/Technical Assistance Needs

E. Athletics

Middle School sports programs will follow the [NJSIAA](#) guidelines for high school. If interscholastic competitions are not available, we will be working to offer intramural athletic activities for students in our school community.

II. CONDITIONS OF LEARNING, Part 1

Facilities and Logistics of In-Person Learning

A. Establishing Safe & Healthy Conditions for Learning 10 Critical Areas with Anticipated Minimum Standards

#1. General Health and Safety Guidelines

A.) Follow [CDC Guidelines for Schools](#) and Childcare programs

- 1.) Communication with Atlantic County Board of Health and state authorities
- 2.) Promote safe and healthy behaviors
 - Inculcate staff and students to follow routine hygiene protocols
 - Maintain 6-foot social distancing, face coverings, and the use of physical barriers, where applicable
 - Enhanced cleaning protocols
- 3.) Encourage parents to keep children home if showing symptoms.
 - Provide families with information regarding symptoms to identify.
 - Communicate daily screening protocol to families

B.) Reasonable accommodations for at risk individuals

- 1.) Conduct staff and parent outreach to determine commitment to in-person teaching/learning in September
- 2.) Allow high-risk staff to work from home to deliver virtual learning
- 3.) Allow parents to opt for all virtual learning
- 4.) Criteria for [High Risk](#) individuals

C.) Class Structure

- 1.) Additional class sections needed to reduce class size
- 2.) Cohorting of students to stay with the same group of classmates all day to limit contact and assist with contact tracing, if needed

D. Signage Throughout the Buildings

1. Face Coverings/Hand Washing/Sanitizing/Social Distancing
2. Hallway directionality and traffic routes

E. Visitors

1. Must have appointment
2. Must wear face coverings
3. Must complete screening questionnaire

#2. Classrooms, Testing, and Therapy Rooms

A.) Class Size

- 1.) Addition of classes and sections to accommodate the need for six feet social distancing
- 2.) Approximate class size 10-15 students in all grades
- 3.) Amount of teacher/student contact will depend on particular teaching assignments/duties, but will be limited.

B.) Room Arrangement

- 1.) Desks will be 6 feet apart, facing the same direction (depending on Smartboard location)
 - Teacher decides room arrangement to effectively use classroom space
 - Furniture removal will be required to accommodate spacing needs
 - Certain classrooms, such as the science labs and art room, will space students at lab tables and art stations to the greatest extent possible.
- 2.) Teacher buffer zone will be outlined in front of room and around desk
- 3.) Wide aisles for teacher/student movement, when necessary, and storage of backpacks.
- 4.) Non-instructional Rooms, such as the Performing Arts Center, All-Purpose Rooms, conference and therapy rooms, nurse's office, etc. will comply with social distancing standards.

C.) Physical Barriers

- 1.) Flexible plastic screens affixed on each student desk for elementary classrooms
- 2.) Flexible plastic screens will be portable for middle school students to take to each class
- 3.) Hard Plexiglas physical barriers on teacher desks, where needed, to facilitate small-group instruction/evaluation

D.) Sharing Items, Books, and Supplies

- 1.) Teachers can limit the need for sharing items through instructional choices
- 2.) Technology (see *Technology and Connectivity* for details)
 - 1:1 device distribution (Chromebooks)
 - Eliminate the sharing of iPads in K-1
- 3.) Supplies
 - All student supplies should be stored in a container (no sharing of pencils, crayons, markers, glue, etc.)
 - Frequently sanitized supply cups (pens/pencils) for classrooms and office use if sharing is required
 - Prepare individual sets of supplies, as is reasonable, for art, science lab, and math (individual math manipulatives kits for each student)
- 4.) Frequent cleaning of items that must be shared
 - Provide staff with cleaning supplies and "Spot cleaning" training
- 5.) Instructional material alternatives
 - Digital workbooks, digital textbooks (for grades 2 and up)
 - Google slides turned into classroom conversations ([Pear Deck](#))
 - Online book websites to substitute for library books and/or classroom library
 - Raz-Kids, Epic!, Vooks, Readworks, MobyMax
 - White boards ([digital whiteboards](#))
 - Worksheets in page protectors for easy cleaning and reuse
- 6.) Assignments and Assessments: District-wide policy for how specific grade levels should complete homework and/or complete tests (online or paper).
 - Incorporating digital options (i.e. Google Classroom) starting in September to:
 - Easily transition to remote schooling in the event of a health-related school closure
 - Maintain consistent instruction for students opting for all-virtual learning
 - Or if a child is absent due to illness or quarantine.
 - Turn hard copy pages or PDFs into [editable digital worksheets](#) (may use PDF editing software such as Kami or DocHub)
 - Homework ideas:
 - K - 1: homework can be sent home, but Class DoJo to screenshot/scan to send work back to teacher
 - Grades 2 -8: homework could be all digital via Google Classroom
- 7.) Rewards: limit treasure boxes where students place hand in to choose
- 8.) Snacks: must be individually wrapped if provided by the classroom

E.) Student Belongings

- 1.) Middle school: Using digital textbooks and other electronic means to the fullest extent possible, students may carry backpacks with Chromebooks, barriers, and limited other supplies and personal items. Allow students to keep backpacks at desk.
- 2.) Elementary School: Keep small personal supplies in student desk and/or in a backpack next to their desk. Optional use of large Ziploc bags to hang backpacks, coats, etc. in cubbies is a consideration.
- 3.) Family notice for weekend cleaning of backpack, coat, lunchboxes, etc. before the next week of school.
- 4.) Limited use of hallway lockers will be afforded only to those students with large items to store (i.e. field hockey equipment, coats, etc)
- 5.) Students encouraged to limit the amount of personal items they take to and from school

F.) Classroom Ventilation

Board Policy to be adopted September 2020: Policy #3510

- 1.) HVAC and air handling units will be inspected frequently to ensure proper air flow-before September and every other week thereafter following ASHRAE guidelines
- 2.) Classroom windows cannot be open without adversely affecting the HVAC and ventilation to the rest of the building
- 3.) Ventilation will be increased by bringing in more outside air
- 4.) Operational runtime will be increased as needed
- 5.) Controls will be modified to prevent system economy overrides

G.) Hand-Sanitizing Stations and Clearing of High Touch Surfaces

- 1.) Stationary hand sanitizer stations are being updated/installed in every classroom, at primary entrances and exits, and near lunchrooms and bathrooms
- 2.) Teachers will also have access to individual pump bottles of hand sanitizer
- 3.) District-wide routines for students to sanitize/wash their hands before they exit a room and before entering any room, when using the lavatory, and before and after eating.
- 4.) Teacher/student workspaces and/or materials should be cleaned before and after use

H.) Classroom Instructional Dynamic Shift

- 1.) Elimination of reading circles and shared learning stations
- 2.) Barriers/shields at tables between children and teachers
- 3.) Cooperative groups may conduct collaborative learning through the Google apps for education suite of productivity tools (ex: students and/or teacher collaborate on a single document together)

I.) Snacks/Water in the Classroom

- 1.) Water bottle filling stations are available; water fountain access will be eliminated.
- 2.) Students should bring their own healthy snack daily and water bottle filled from home
- 3.) If a student forgets a snack/water, only individually packed snacks can be provided
- 4.) School-wide snack time (Tighe) to be the same time every day; Ross snack time is incorporated into their daily schedule

J.) Outdoor Classroom Areas

- 1.) Playground areas and/or field will be used for Physical Education
- 2.) Courtyard/garden area available for outdoor instruction or snack/mask breaks
- 3.) Picnic tables at both schools will be grouped by grade level
- 4.) In addition to scheduled use of the outdoor areas, teachers may use a collaborative Google sheet to sign up to take their classes outside

#3. Transportation

Board Policy to be adopted September 2020: Policy #3541.33

A.) Seating for riders

1. Assigned seating
2. Distancing to the maximum extent practicable
3. Masks will be worn at all times when riding the bus

B.) Face coverings

1. Required for bus driver, educational assistant (when needed), and all students while providing accommodations for young children or students with disabilities.
2. Disposable face masks will be available for distribution

C.) Hand sanitizer

1. Students will be asked to apply hand sanitizer upon entering the bus

D.) Cleaning between all bus runs

1. Wipe down seats, rails, and highly touched surfaces with sanitizing wipes
2. Daily cleaning will be documented in log to be posted daily

#4. Student Flow, Entry, Exit, and Common Areas

A. Entry and Exit Procedures

- Additional entry and exit locations will be utilized.
- Physical guides and signage will ensure staff and students remain six feet apart.
- Parents will be informed of the new procedures.
- Face coverings must be worn.

	Ross Elementary School	Tighe Middle School
1.) Drop off locations and entry procedures	Supervised doors open at 8:10am Students will be escorted to their homeroom by their classroom teacher. Entrances: Kindergarten- Door #2 1st Grade - Door #1 2nd Grade - Door #10 3rd Grade - Door #3 4th Grade - Door #6 Daily Health Screening: see section A.5. Screening, PPE, and Response	Supervised doors open at 8:10am Students will report directly to their homeroom. Entrances: 5th Grade - Door #12 6th Grade -Door #3 7th Grade- Door #19 8th Grade -Door #17 Daily Health Screening: see section A.5. Screening, PPE, and Response
2.) Student Belongings (see section A.2. Classrooms)	Cubbies for large personal items utilizing large plastic bags for items to be stored next to each other (coats, backpacks, etc.) Books, water bottles, and small personal items kept in desk.	Students will carry backpacks throughout the day. Students pick up assigned Chromebook and barrier in "home base" location.

		Spaced out lockers in a designated hallway will be only assigned to students with large items (i.e. sports equipment*) Lockers are not to be used during the school day for “school items” *At end of sports season, equipment is removed, locker is disinfected for use for the next sports season
3.) Dismissal/Exit Pick Up Locations	Students will be escorted to the assigned exit door (same door as entry -see above)	Dismissal from last period class exterior door where applicable, or nearest exterior door.

B. Assemblies

- 1.) Virtual streaming of presentation to classrooms via Google Meet and SmartBoard
- 2.) Two-Three grade levels at a time to socially distance in the PAC/All-Purpose Room
 - PAC- 3 seats between each student and skip a row
 - All Purpose Room - 6 feet between chairs (side to side and front to back) rather than sitting on the floor

C. Emergency Procedures

- 1.) Masks must be worn in all emergency drill procedures
- 2.) Lockdown Drills
 - Students stay in desks, instead of moving to a clustered location
 - Lock door, lights off, keep quiet
 - Close all windows, shades, and door panels
- 3.) Fire Drills (*see chart below for exit doors*)
 - Double up lines - each class divided into two lines with 5-6 students in each line with 6 feet between lines
 - Spacing using arm length between students
- 4.) Evacuation Drills (*see chart below for exit doors*)
 - Follow exit protocol of Fire Drills
 - Maintain spacing between students
 - Upon arrival at locations, double up the lines

Ross Elementary School Exits	Tighe Middle School Exits
Use same door as entry/dismissal, K - door #2 1st - door #1 2nd - door #10 3rd - door #3 4th - door #6 Gym Classes - door #9	Classrooms with Exterior doors shall use them Classrooms without exterior doors: Curll - Door 3 Magel - Door 12 Library/Fitzgerald - Door 1 Sanchez - Door 3 Drexler - Door 31 Cafiero - Door 31 Sterling - Door 31 Crompton - Door 19 Sykes - Door 17 Styles-Landgraf - Door 17 Utilize additional unused exit doors at Tighe (conference rooms, door #2)

D. Common Areas

1.) Hallway Movement and Switching Classes

- Single file walking in the hallway and one-way traffic, if possible.
- Posted directional markings for traffic flow and divided hallway with tape
- Hallway monitoring during class switching to help with reminding students about spacing, direction and routine.
- Enforce spacing to keep proper distance from the student in front of you
- Routines and practice IMPORTANT! Inculcate routines for students as they switch classes.
- Specials teachers will report to the student classroom for some related arts classes. Others will take place in the appropriate location.

2.) Bathrooms

- Student will be required to wear a mask while in the hallway or bathroom
- Signage regarding healthy routines of hand washing
- Students use hand sanitizer upon return to class
- Number of students using the bathroom at any one time will be limited
 - To the maximum extent possible, bathrooms will be designated by grade or specific times per grade/class
 - Hallway bathroom monitors as teacher duties

3.) Water Bottle Filling Stations

- Water fountains will be deactivated and not in use
- Students may use bottle filling stations
- Encourage water bottle filling at home so it will be unnecessary to do so at school.

4.) Front Office

- Limit the amount of traffic in and out of the office.
 - Digital sign-in for staff using collaborative Google Sheets
 - Digital Lunch count each day for grab-and-go lunches
 - Limit the number of people who work in the office at one time
 - Mailboxes
- Clean/dirty bin for pens and other office supplies to ensure materials are sanitized
- Parents/visitors are not permitted in the building without pre-arrangement. Some situations may include:
 - Student needs to be signed out for illness or other reason
 - Meeting with the principal or a teacher
- Office business that can be conducted via the foyer:
 - Parents dropping off student belongings/snack
 - Glass window between entrance doors of school, can be utilized for parents instead of having them come into the office

5.) Nurses Office

- Daily cleaning and disinfection between student visits
- Teacher must call the nurses office should a student need to visit.

#5. Screening, PPE, and Response to Symptomatic Students and Staff

A.) Personal Protective Equipment (PPE)

- 1.) Face coverings: All staff, students, and visitors shall wear cloth face coverings (unless requiring a medically necessary exemption due to a documented health impairment)
 - District will supply N95 for nurses and custodians
 - District will supply reusable face coverings for each staff member
 - Disposable face coverings will be also available for staff and students on an as needed basis
 - Students mask usage
 - Face coverings should always be worn
 - Disciplinary action will be taken for students not adhering to face covering rules.
 - Accommodations shall be made for students with disabilities or those medically exempted from wearing a mask.
- 2.) Physical Desk Barriers
 - Flexible plastic screens shall be affixed on each student desk for elementary classrooms
 - Foldable and portable flexible plastic screens shall be provided for middle school students to take to each class
 - Hard Plexiglas physical barriers on teacher desks, where needed, to facilitate small-group instruction/evaluation
- 3.) Plastic Gloves and Cleaning Supplies
 - Provided to staff for intermittent cleaning of desks and frequently touched surfaces

B.) Daily Health Screening

Board Policies to be adopted September 2020 #5141.2 and 5141.3

- 1) Daily Screening Protocol
 - Staff
 - Daily self-screener electronic submission each morning
 - Monitoring for symptoms among staff throughout the day
 - Students
 - Parents will be encouraged to keep their child home if ill
 - Parents complete “entry ticket” questionnaire prior to coming to school
 - Students will be visually screened upon arrival and throughout the day for symptoms by staff members supervising entry points
 - Students report to their assigned entry location.
 - Staff member takes temperature and informs second staff member who notes temperature on “entry ticket”
 - If temperature if above 100.4 degrees, student is moved to secondary location to have it taken again after a few minutes.
- 1.) Documentation log
 - Entry tickets to be kept on file
 - Documentation of when signs/symptoms are observed
- 2.) Visitors
 - Board Policy to be adopted September 2020: #1250 Visitors*
 - Temperature checks upon entry to building
 - Must complete questionnaire
 - Screening does not apply to mail delivery or UPS

C.) Response to Symptomatic or Confirmed Case Among Staff/Students

Board Policies to be adopted September 2020: #5141.2 and 5141.3

The district will follow the attached [Timeline for Self Isolation/Quarantine Based on Testing](#) as provided by the NJ Department of Health

Scenario	Immediate Actions
<p>#1. Before arrival to school, individual either exhibits symptoms of COVID-19, answers “yes” to a health screening question, or has a temperature of 100.4 degrees or above.</p>	<p>Individual should stay home Individual is instructed to get tested Follow protocol from NJ Department of Health</p>
<p>#2. At school, individual presents symptoms, answers “yes” to a health screening question, or has a temperature of 100.4 degrees or above.</p>	<p>Safely and respectfully isolate individual with appropriate supervision:</p> <ul style="list-style-type: none"> ● Ross: small room off Nurse’s Office ● Tighe: small room off Nurse’s Office <p>Contact Pandemic Response Team Individual sent home Individual is instructed to get tested Follow protocol from NJ Department of Health</p>
<p>#3. A family member or close contact with an individual (outside the school community) tests positive for COVID-19.</p>	<p>Safely and respectfully isolate individual with appropriate supervision:</p> <ul style="list-style-type: none"> ● Ross: small room off Nurse’s Office ● Tighe: small room off Nurse’s Office <p>Contact family /Pandemic Response Team Individual sent home Individual is instructed to get tested Follow protocol from NJ Department of Health</p>
<p>#4. Protocols to address a positive COVID test of a staff member or student</p>	<p>Individual sent home, if not already quarantined</p> <p>Pandemic Response Team to coordinate with the Atlantic County Health Department to provide information regarding school-based close contacts for contact tracing:</p> <ul style="list-style-type: none"> ● classes/cohorts ● assigned staff ● seating charts ● daily attendance <p>Notification to staff and families will be provided as per guidance from the local health department.</p> <p>Follow protocol from NJ Department of Health</p>

Re-admittance to School

As outlined in the protocols from [NJ Department of Health](#)

- Symptomatic individuals who have not had close contact with a confirmed case and that test negative for COVID-19 can return after resolution of fever (if any) and improvement in symptoms.
 - Documentation of a negative test result should be provided to school administrators.
 - In lieu of a negative test result, allow students and staff to return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
- Symptomatic individuals who test positive for COVID-19 can return 10 days after symptom onset and have been fever free for 24 hours without fever reducing medicine and improvement in other symptoms.
- Asymptomatic individuals who test positive for COVID-19 can return 10 days after their positive test result.
- If they test positive, close contacts to confirmed COVID-19 cases can return after completing the required isolation period.

If they test negative, close contacts to confirmed COVID-19 cases can return a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation

#6. Contact Tracing

Board Policies to be adopted September 2020 #5141.2 Illness

A. Coordination with Atlantic County Board of Health

- 1.) Atlantic County Board of Health conducts the contact tracing
- 2.) The school district will assist with providing records of groups/cohorts, assigned staff, and daily attendance

#7. Facilities Cleaning Practices

See attached [schedule](#) as found in the facilities procedural manual for enhanced cleaning and disinfection protocols

#8. Meals

See Section *Conditions of Learning, Part II, D. Food Service and Distribution*

A.) Snacks in classroom

- 1.) Specific times will be allotted for students to have a snack brought from home
- 2.) School supplied snacks will only be individually wrapped options
- 3.) Tighe Middle School - snack time the same time every day

B.) Lunches to be taken home

- 1.) Lunches will be picked up in the cafeteria at Tighe School
- 2.) Lunches will be delivered to classrooms at Ross School. Teachers will make sure that students get the lunches before leaving for the day.

C.) Cleanliness

- 1.) Students should wash hands before eating
- 2.) Surfaces should be cleaned before and after eating
- 3.) Older students can clean their own desks with wipes

#9. Recess/Physical Education

A.) Frequency

- 1.) A formal recess will not be offered due to the abbreviated 4-hour day.
- 2.) Teachers may conduct outdoor classroom recess breaks (weather permitting), as appropriate for the grade, at designated times per classroom.
- 3.) Physical Education/Health: 2-3 days a week

B.) Instructional Decisions for Physical Education

- 1.) Limit activities requiring shared equipment
 - Ex: Yoga, fitness activities, etc.
 - The teacher will stagger use of equipment and disinfect between uses
- 2.) Outside activities will be incorporated as much as possible, utilizing designated areas of the playground
 - Ex: Any activities that include spatial awareness to promote social distancing
 - Ex: Track and field events
- 3.) If physical education cannot take place outdoors due to weather conditions:
 - Students will be socially distanced in the gymnasium.
 - Classes can alternate between the gymnasium and the all-purpose room
 - Alternative health and wellness activities will be conducted by the physical education teacher in the student homeroom location.

C.) Classroom Management to Promote Healthy Behaviors

- 1.) Maintain social distancing using cones and spacing markers
- 2.) Students should wash hands before and after gym class or recess time
- 3.) The teacher will stagger use of any equipment, if needed
- 4.) Frequent cleaning of any equipment between uses, if needed
- 5.) Locker rooms are closed and will not be used

D.) Face Covering Requirements

- 1.) Masks can be removed for physical education when students are in well-ventilated locations (outdoors) and socially distanced.
- 2.) Masks should continue to be worn for indoor, non-exertion activities

#10. Field Trips, Extracurricular Activities, Use of Facilities Outside of School Hours

A.) Field Trips -Social distancing and hygiene practices will be maintained

- 1.) Alternative learning opportunities
 - Virtual Field Trips online
 - Distance Learning experiences with students from other schools
 - Walking field trips in Margate
- 2.) Guest Speakers: Virtual class visits through Skype/Google Meet/Zoom

B.) Extracurricular Activities Social distancing and hygiene practices will be maintained

- 1.) Sports - without interscholastic competition, the district will plan intramural sports activities following appropriate health and safety guidelines
- 2.) Clubs and Activities-will continue, if applicable, within the confines of the health and safety guidelines

C) Use of Facilities - External community organizations will not be permitted to use district facilities at any time.

II. CONDITIONS OF LEARNING, Part 2

Academic, Social, and Behavioral Supports

A. Social Emotional Learning (SEL) and School Climate and Culture

1. Educator Well-Being

- a. Provide professional learning opportunities to support teacher social-emotional health
- b. Support access to mental and behavioral resources
- c. Create opportunities for staff to reflect on their social and emotional competencies

2. Trauma-Informed Social and Emotional Learning (SEL)

- a. Focus Areas
 - Establish routines and communication
 - Prioritize relationships between staff and student
 - Ensure each student has at least one caring adult
 - Make school a safe and hopeful place
 - CASEL.org [Leveraging the Power of SEL as you Prepare to Reopen...](#)
- b. Prior to School Opening
 - Professional learning on SEL (Videos, posters and handouts)
 - Create Student Support Teams to support for staff/student
 - Identify outside supports for students and adults.
- c. When School Opens
 - Ongoing staff meetings to identify students in need and relevant training to address the needs
 - Practice and reflect on SEL competencies in each classroom
 - Facilitate difficult conversations regarding the impact of the pandemic
 - Prepare for possible increase in students needing counseling

3. School Climate and Culture

- a. Prioritize the health and emotional wellbeing over everything else.
- b. Assess school climate to identify vulnerabilities via SSIS SEL screening tool

4. Utilizing The Strengths of Staff

- a. School leaders
 - Maintain clear and frequent communication with families
 - Evaluate staff capacity, school policies, and needed professional development
 - Identify struggling staff and students and provide supports
- b. Student Support Staff
 - Provide staff with SEL resources
 - Provide professional learning in areas of need
 - Support teachers as they increase their SEL integration and facilitate difficult conversations with students.
- c. Teachers
 - Embed [SEL skills/strategies](#) in classroom via the [SEL-SSIS](#) program
 - Be aware of changes in student behavior
 - Professional development to acquire resources to support students in need
 - Provide list of community resources to staff

B. Multi-Tiered Systems of Support (MTSS)

1. Universal Screening

- a. District-wide Social-Emotional Learning (SEL) Screening
 - Grades 1-8 Screening using [SSIS SEL](#)
 - Children presenting concerns will be referred to the Student Support Team for social- emotional support.
- b. Daily Social-Emotional Learning (SEL) screening
 - Ross Elementary School
 - Continue to use [Zones of Regulation](#) on a daily basis
 - Ensure students have at least one caring adult that manages the check in for any issues that might arise
 - [Class Dojo](#) Family Check once every 2 weeks
 - Tighe Middle School
 - Mental health daily check-in during 1st period (i.e. colored heart chart)
 - Ensure students have at least one caring adult that manages the check in for any issues that might arise
 - Student Support Team check in with families twice a month to see what they are seeing in their child.
- c. Learning Gap Screening
 - Data from September [Link-It](#) scores in comparison to the spring assessment
 - Data from content area pre-assessments
- d. Kindergarten screening tools to assess pre-requisite skills
- e. [Fountas and Pinnell](#) Reading Level benchmarking

2. Collaborative Problem-Solving Teams

- a. Grade Level Teams
 - Meet regularly to discuss academic and behavioral needs of students
 - Make appropriate interventions and/or referrals for more support
- b. Established I&RS Teams
 - Use data to inform decisions about instruction and intervention at each tier.
 - Regularly monitor student academic progress and/or other at-risk conditions such as attendance, productivity, etc.
 - Coordinate efforts with Student Support Teams
 - Maintain communication with families
 - Note: students only showing learning gaps due to the impact of remote instruction should not be referred to the I&RS team until teacher interventions have been completed.
- c. Student Support Teams to respond to social/emotional concerns of students
 - Includes Child Study Team members, specials teachers, and educational assistants.
 - Team will develop documentation tool to share teacher concerns about students.
 - Regularly monitor student social-emotional needs and provide supports to both the students and their families
 - Work with teachers to address SEL needs of students in the classroom

3. Family Engagement

- a. Actively include families and students in decision making process
- b. Frequent and clear communication
- c. Connect families to community resources as needed

4. Data-Based Decision Making

- a. Academic assessments to be administered by teachers to enable them to prioritize which standards to remediate while still accelerating grade level instruction.
 - [Link-It](#) Benchmarking for grades 2-8 in ELA and Math
 - Baseline diagnostic in September
 - Mid-year benchmark to monitor student achievement towards NJSLs
 - End- of year summative assessment
 - Pre-assessment before each unit
 - Ongoing formative assessment
- b. Social Emotional Learning monitoring
 - Daily check ins to identify student strengths and areas of need
 - Monitoring by the Student Support Team/Educational Assistants to provide appropriate interventions and determine the effectiveness of interventions.

C. Wraparound Supports

1. Mental Health Supports

- a. Important to identify students who may be in need of mental health interventions.
- b. Tier 1-Prevention and Universal Supports
 - Daily Teacher Check-ins
 - Teacher Observations of student emotional state in class or remotely
 - Teacher Team and Grade Level meetings
 - Teacher communication with parents/guardians
 - Parent/guardian feedback or observations from home
- c. Tier 2-More intensive supports
 - I&RS referral for academics
 - Meet with parent/guardian
 - Assign student support team consisting of teacher, school psychologist/social worker, and principal
- d. Tier 3-Individualized and intensive support
 - CST evaluation
 - Counseling

2. Primary Health and Dental Care

- a. Maintain lists of community health care providers and resources for families.
- b. Plan for health screenings for in-person and remote scenarios

3. Family Engagement

- a. Keep families and parents informed in regards to plans and services available.
- b. Welcome Back video tour/presentation with expectations
- c. Clear and Frequent Communication
 - Class DoJo
 - Robocalls through Blackboard Connect
 - Email
 - Website updates
 - Google Classrooms
- d. Parent involvement in planning and coordination
 - July 2020 survey for parents and staff
 - Involved parents on reopening planning teams
 - Parents offered an all-virtual remote option, as per Gov. Murphy's order.

- e. Consider ability of parents to provide in home supports
 - Survey families regarding technology and connectivity needs
 - Provide parent tutorials on interacting with district web-based curriculum products and instructional tools so they can support their child at home (Think Central, Pearson, Google, etc.)
 - Continue to assess community need in regard to meals and other at-home supports which the district can provide.
 - f. Virtual or in-person meetings with parents, staff, and community
 - Board meetings with virtual component so more people will be able to attend
 - Teacher informational Q&A meeting held July 27
 - Parent informational Q&A meeting held August 6th
 - School based parent meetings held August 11th
4. **Academic Enrichment/Expanded After School Learning**
- a. Homework Club (Monday, Tuesday, Wednesday, Thursday, Friday 1:00-3:00 p.m.)
 - b. Early Bird Club (Monday through Friday 7:30-8:15 a.m.)
 - c. One-on-one virtual/in-person tutoring with designated teachers set days of the week
 - d. Mentoring:
 - Possible “buddy” club where a student in need is paired with a teacher or educational assistant (before school, lunch meets, after school)
 - Mentor would take time to check in with student, evaluate how they may be doing, create a more personal relationship in order to mentor struggling student(s)
 - e. Lunch bunches with teachers willing to share their lunch times; teachers will post availability and students will sign-up prior (limited seating).

D. Food Service and Distribution

1. Hot meals will be available for all students upon request
 - a. Lucky Kids afterschool childcare.
 - Time: 12:30
 - Location: Cafeteria and All-Purpose Room
 - Seating: Spacing of tables to accommodate 6-foot distancing between students
 - Cleanliness
 - Lucky Kids staff clean down the tables
 - Custodial staff will sweep floors and break down tables
 - All students and staff wash hands prior to and after eating
 - Director of Food Services will maintain sanitized kitchen including door handles and all surfaces
 - Individuals will wash their hands with soap after removing their gloves or after directly handling used food service items
 - b. Grab and Go lunches may be picked up upon dismissal at 12:15
 - c. Remote Students will be delivered to homes prior to 11:30
2. Meals must be ordered in advance during homeroom. Virtual learners must preorder weekly through the food service director.
3. Contingency procedures in the event of a health-related school closure
 - a. Students qualifying for free/reduced lunches will continue to receive services
 - b. Lunches for all students may be ordered through the food services on the district website.
 - c. Delivery will be two days a week.

E. Quality Child Care

1. Understand that changes in schedules will create a greater need for child care programming
2. Margate's Lucky Kids program will be available for working parents, space permitting, from 12:15 PM to 5:00 PM
 - a. Parents must document need in order to qualify
 - b. Location – gym, multi-purpose room, and playground (weather permitting)
 - c. Equipment:
 - Individual sets of arts and crafts supplies
 - Playground equipment to be cleaned daily
3. Considerations for expanded child care
 - a. Collaborating with local child care providers (JCC, Playgroups)
 - b. Providing transportation to child care facilities

III. CONTINUITY OF LEARNING

Ensuring The Delivery of Special Education and Related Services to Students with Disabilities

1. Address medically fragile students
2. IEP teams-review student progress
 - a. Regression of critical skills
 - b. Need for additional services
3. Consider impact of missed services and the impact it had on moving towards goals
4. Determine if compensatory services are needed to address regression.
5. Complete overdue/incomplete evaluations to determine eligibility.
6. Continue clear communication with parents

Technology and Connectivity

1. Ensure all students have access to a device and reliable internet.
 - a. Conduct needs assessment
 - Number of available Chromebook devices
 - Number of students requiring a device and/or internet connectivity at home
 - Number of devices required to be on premises to provide for 1:1 distribution
 - b. Prioritize the purchase of devices and connectivity
 - c. Logistics of deployment of Chromebook devices
2. Other considerations
 - a. FCC & ESH recommendations for online learning -4.5 Mbps per stud
 - b. Track participation rates of students working remotely
 - c. Training/Technical Assistance Needs

Curriculum, Instruction, and Assessments

1. **Virtual and In-Person Learning Environment - Curriculum**
 - a. Structure curriculum to account for learning loss.
 - Examine standards and curriculum to prioritize the most critical prerequisite skills
 - Adapt scope and sequence to address achievement gaps
 - Avoid over-remediation by focusing on grade level content skills and standards
 - b. Utilize the [TNTP Learning Acceleration Guide](#) to remediate for learning loss while addressing grade level content
 - c. Monitor progress towards standard mastery
2. **Virtual and In-Person Learning Environment - Instruction**
 - a. Lesson plans
 - Student Learning Objectives based on NJSLs
 - Instructional strategies and activities
 - Achievable to model of learning (virtual or in-person)
 - Meaningful to skill development and accessible to all learners
 - Capitalize on interdisciplinary concepts, real world issue
 - Evaluation of learning using multiple means of assessment

- b. SEL -Understand how trauma and other challenges impact learning and build in time for self-regulation, time management, goal setting, effective teamwork.
 - Student engagement and ownership
 - Leverage student strengths
 - Foster student voice and choice
 - c. Differentiation
 - Scaffold without sacrificing rigor
 - Provide effective feedback
 - Data driven from benchmarking/pre-assessment
 - Provide regular time to collaborate
- 3. Virtual and In-Person Learning Environment - Assessment**
- a. Imperative that meaningful assessment strategies are incorporated
 - Pre-assessments- used to find out what students know and don't know
 - Formative-ongoing assessments to identify how students are progressing
 - Benchmarking to ensure students are on track towards standard mastery
 - b. Grading Criteria - same for in-person and virtual models
 - Student participation and accountability
 - Completion and quality of assignments
 - Formative and summative assessments

Professional Learning

- 1. Professional Learning**
- a. Critical-training
 - Health and safety protocols for visual screening, hand washing routines, building logistics and movement to maintain social distancing.
 - Address learning loss while accelerating grade level content and skills.
 - Meeting social and emotional needs of students and families.
 - b. Teacher Preparation and Ongoing Training
 - Ongoing training to integrate social-emotional competencies
 - Link-It training for benchmark administration and data analysis
 - Resources and technology used for in-person and remote learning
 - Differentiation and scaffolding to meet the needs of all learners
 - Teacher PDPs are flexible and adaptable to changing needs
- 2. Mentoring and Induction**
- a. Mentors must be provided for novice teachers
 - b. Mentors are available in both in-person and virtual models
- 3. Evaluation**
- a. Modify annual evaluation training to highlight procedures and process for alternative remote scheduling
 - b. Consider a District Advisory Committee(DEAC)
 - c. Use SCIP to inform professional learning needs, mentoring, and evaluation related activities.