

Restart with H.E.A.R.T!

Linwood School District
Return to School Plan
August 11, 2020





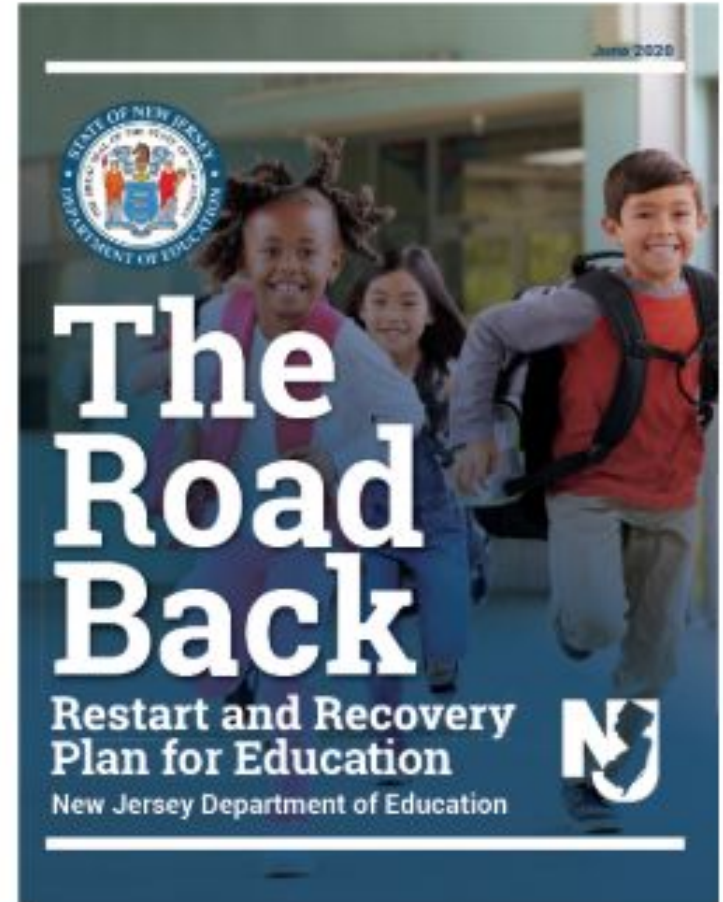
Thank You to the
Linwood
Community
and Staff!

Presentation Overview



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The Road Back: Restart and Recovery Plan for Education NJ DOE



The Road Back: Restart and Recovery Plan for Education NJ DOE

Conditions for Learning
Leadership and Planning
Funding
Continuity of Learning
Future Considerations



Return to School Committees



Health and Safety

Chair: Patrick Childs

Lori Care

Alexa Barrera

Steve Brown

Kevin Byrnes

Mary Ellen Ellenberg

Ann Forshaw

Jeffrey Gong

David Hieb

Denise Kellner

David Lamkin

Heather Lanzalotti

Casey Lowry

Jennifer Luff

Sam McGonagle

Aixell Mercedes-Perez

Heather Moran

Ezinne Nwotite

Brian Pruitt

Trish Skovron

Return to School Committees



Academic

Chair: Nicole Sapello
Jennifer Bernardini

Lori Care

Holly Dileo

Melissa Duffy

Nancy Robinson

Veronica Stillman-Fath

Christine Flanagan

Shanna Gardner

Christine Harrison

Christine Johnson

Reema Kanzaria

Trish Levinson

Tara Lhulier

Jennifer Luff

Marybeth McKenna

Robin Moore

John Napoli

Frank Pileiro

Brian Pruitt

Christine Silverberg

Allison Wrigley

Return to School Committees



Social and Emotional

Chair: Susann Tahsin

Sangeeta Appel

Marybeth Atwood

Jackie Baltozer

Joel Caplan

Lori Care

Karen Ciasca

Miosoto Espinal-Waller

Steve Evinski

Shari Frolove

Kristi Grimley

Michele Hoffman

Julia Lockhart

Jennifer Luff

Kathleen Novasack

Marykate Pellegrino

Elizabeth Provenzano

Brian Pruitt

Marilee Sobrinski

Roberta Vernon

Return to School Committees



Committee Meeting Dates:

In-house Staff Committee Meetings

May 7, 2020

May 14, 2020

May 21, 2020

May 28, 2020

June 4, 2020

June 11, 2020

Staff/BOE/Parent/Specialist Members

July 8, 2020

July 15, 2020

July 22, 2020

Restart with H.E.A.R.T. Released

July 31, 2020

Our Guiding Principles



The Return to School Committees had a focus on addressing the expectations of the NJDOE, the CDC, and the needs of our Linwood Schools Family. The sub-committees aligned our work on the following key components:

- Keep the **health, safety, and welfare** of our students, staff, and school community at the forefront of our planning
- Maximize **in-person** learning opportunities
- **Feedback from virtual learning** experience in Spring of 2020
- Consider the **social, emotional, and mental wellness** needs of our students and staff
- **Re-establish the relationships** of our students, staff, and school community

...The theme of H.E.A.R.T. developed...

H.E.A.R.T.

Health



- Daily screenings will take place each day.
- Students and staff will be encouraged to wash their hands with soap and water throughout the day and times will be scheduled for this purpose.
- Hand sanitizer (>60% alcohol) available in all classrooms, at entry points, and at locations throughout our campuses.
- Students and staff will be required to wear masks during the day. Staff will use outside time for breaks and these will be part of our SEL planning.
- Masks required and other PPE - gloves, face shields for teachers to use in addition to masks, disinfecting wipes for each room, and social distancing signage.
- We encourage students to bring their own face covering/mask; however, we will have masks in the event that a personal one is lost or needed.
- Coordination with our school nurses, school physician, community medical personnel, and the Atlantic County Department of Health for response to health/exposure situations.

CDC Guidance for Reopening Schools July 2020



“Schools are an important part of the infrastructure of communities and play a critical role in supporting the whole child, not just their academic achievement.”

“Returning to school in fall 2020 poses new challenges for schools, including implementing mitigation measures (e.g., social distancing, cleaning and disinfection, hand hygiene, use of cloth face coverings), addressing social, emotional, and mental health needs of students, addressing potential learning loss, and preparing for the probability of COVID-19 cases within the broader school community.”

C.H.O.P Policy Guidance for Reopening Schools July 2020



“Pandemic decision-making is a frustrating process... We do know that there are foundational safety principles that will substantially reduce transmission risk when teachers and students are in the classroom. These should not be compromised...”

“With new data suggesting that children play a role in spreading the virus, it is imperative that we reduce case counts before in-classroom learning begins.”

C.H.O.P

Policy Guidance for Reopening Schools July 2020



“...when kids do return to the classroom, we must hold schools accountable to a simplified set of priorities for reducing transmission, including keeping symptomatic or exposed individuals out of school, physical distancing, masking, and hygiene.

- Daily symptom and exposure screening with flexible sick policies for students and teachers are foundational to creating safe classrooms.
- We should not compromise the recommended six feet of distancing that children and teachers have within the classroom, even as we acknowledge the challenging space and staffing limitations that many districts face. Distancing recommendations are based on strong evidence for similar respiratory viruses.”

American Academy of Pediatrics July 2020 Joint Statement with AFT, NEA, AASA



“Returning to school is important for the healthy development and well-being of children, but we must pursue re-opening in a way that is safe for all students, teachers and staff. Science should drive decision-making on safely reopening schools. Public health agencies must make recommendations based on evidence...We should leave it to health experts to tell us when the time is best to open up school buildings, and listen to educators and administrators to shape how we do it.”

“We recognize that children learn best when physically present in the classroom. But children get much more than academics at school. They also learn social and emotional skills at school, get healthy meals and exercise, mental health support and other services that cannot be easily replicated online. Schools also play a critical role in addressing racial and social inequity.”

Key Considerations



Schools...play a critical role in supporting the whole child.

Returning to school is important for the healthy development and well-being of children...

They also learn social and emotional skills at school, get healthy meals and exercise, mental health support and other services that cannot be easily replicated online. Schools also play a critical role in addressing racial and social inequity.

Our Survey Data:

Over 90% of respondents indicated concern over their child's social-emotional well-being.

NJ Department of Health Documents COVID-19



- NJDOH documents have helped guide response protocols.
- Continue work with District Physician, Nurses, and AC DOH



COVID-19: Health Actions to Protect You and Your Family



My Health Status	Actions to Take
I am not sick and have no symptoms ¹ of illness	Monitor your health. Wash hands often, practice social distancing, avoid sick people and wear a face covering if you go to public places.
I am not sick and have no symptoms ² of illness, but I have underlying health issues OR I am not sick but am an older adult (ages 60-65 and older)	Monitor your health. Look for symptoms ² of illness. Wash hands often, practice social distancing, avoid sick people and wear a face covering if you go to public places.
I am not sick and have no symptoms ² of illness, but I was a casual contact * of a confirmed COVID-19 case	Monitor your health. Look for symptoms ² of illness. If symptoms are mild, you can most likely recover at home. Wash hands often, practice social distancing, avoid sick people and wear a face covering if you go to public places. Consider getting a COVID-19 test.
I am not sick and have no symptoms ² of illness, but I am a household/close contact * of a confirmed COVID-19 case	Monitor your health. Stay home for 14 days after last exposure to the confirmed case. Look for symptoms ² of illness. If symptoms are mild, you can most likely recover at home. If symptoms begin to worsen and you need medical care, call a health care provider. Wash hands often. Do not go to work/school/public places. Consider getting a COVID-19 test.
I am mildly ** sick with symptoms ¹ of illness	Monitor your health. Stay home until you are fever-free for 24 hours (or 1 full day of no fever without the use of fever reducing medicine) AND your other symptoms have improved AND at least 10 days have passed since symptoms first appeared. Most likely, you can recover at home. If symptoms worsen/do not improve and you need medical care, call a health care provider. Wash hands often and do not go to work/school/public places. Consider getting a COVID-19 test.
I am an older adult and/or have underlying health conditions and am mildly ** sick with symptoms ¹ of illness	Contact a health care provider and monitor your health. The provider may recommend that you get tested for COVID-19. Stay home until you are fever-free for 24 hours (or 1 full day of no fever without the use of fever reducing medicine) AND your other symptoms have improved AND at least 10 days have passed since symptoms first appeared. Most likely, you can recover at home. If symptoms worsen/do not improve, call a health care provider for medical care. Wash hands often and do not go to work/school/public places.
I am moderately ** sick with symptoms ¹ of illness (i.e., my symptoms are getting worse/are not improving)	Monitor your health. Stay home until you are fever-free for 24 hours (or 1 full day of no fever without the use of fever reducing medicine) AND your other symptoms have improved AND at least 10 days have passed since symptoms first appeared. Call a health care provider and let them know your symptoms are not improving and you need medical evaluation. Provider may recommend COVID-19 testing. Stay home unless need to go to a medical facility. If you go to a medical facility, wear a face covering. Wash hands often and do not go to work/school/public places.

¹Symptoms of COVID-19 include: fever, cough, shortness of breath, chills, shivering, muscle pain, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea/vomiting, diarrhea
²Casual contacts are defined as being in the same indoor environment (e.g., classroom, office, or gathering) with a symptomatic confirmed COVID-19 case. **Household contacts** are individuals who live in the same house as the confirmed COVID-19 case. **Close contacts** are individuals who were within 6 feet of a confirmed COVID-19 case for a prolonged period (about 10 minutes or more) or had direct contact with the infectious secretions of a COVID-19 case (e.g., were coughed on). Walking past a confirmed COVID-19 case or just being in the same building does NOT qualify as being a close contact.

** Mild illness = not feeling well but can stay home. Moderate illness = may need medical evaluation.

H.E.A.R.T.

Environment



- Multiple entrances/exits to minimize the volume.
- Social distancing measures have been taken in each classroom spreading desks up to 6 feet apart.
- Social distancing markers in specific locations including areas that will be identified outside of our buildings at the entrances.
- Advanced cleaning and disinfecting measures.
- Cohorting of students.
- Teachers will move between classrooms in order to provide students with their instruction to the maximum extent possible.
- Preventative maintenance schedules for our HVAC systems.
- Electrostatic sprayers/ODOROX air purifier machines as part of cleaning/maintenance schedules.
- Teachers and staff will be encouraged to open windows and doors to increase airflow when appropriate.

H.E.A.R.T.

Academics



- Our plan for the 2020-2021 Academic School year allows for 3 cohorts:
 - a. **Blue Cohort**- 2 days per week in person learning, 1 day virtual learning, 2 days remote learning
 - b. **Gold Cohort**- 2 days per week in person learning, 1 day virtual learning, 2 days remote learning
 - c. **Green Cohort**- Fully virtual option, 3 days per week virtual learning, 2 days per week remote learning

H.E.A.R.T.

Academics



- **Cohort Design** - In person students will be split into two cohorts. Families with siblings will be placed in the same cohort to assist in planning.
- **Full-day in-person** instruction for our students.
- Academic consistency back-to-back instructional days.
- Maximize in-person opportunities with teachers and students.
- Aligns with **health and safety** considerations by providing a window of time for each cohort to work remotely so proactive responses for any health-related situation that may arise can be made.
- **Specialized programs** and early childhood will attend school on all in-person school days.
- Preschool and Kindergarten are some of our largest rooms on campuses and the square footage and class counts allow for social distancing.
- As always, our preschool students will have a 4 day week. They will not be participating in virtual learning day on Wednesdays.

H.E.A.R.T.

Academics



- **Opening Day - September 8th**
- **BLUE** cohort students will begin school in-person on Tuesday, September 8.
- **GOLD** cohort students will begin school in-person on Thursday, September 10.
- **GREEN** cohort students begin school virtually on Tuesday, September 8.
- When your child receives their cohort, details will be included for the activities on the remote days during the first week.
- The school calendar will be reviewed throughout the year as we enter into specific months to maximize instructional time to the greatest extent practicable.
- Cohort sequence will be: blue, blue, virtual, gold, gold with a few adjustments during shortened school weeks.
- Parent Virtual Option Green Cohort: Survey is available for completion. A sample schedule for virtual option is provided later.

H.E.A.R.T.

Academics



- Professional Development in numerous areas to complement and enhance differentiation, online learning practices, SEL practices in the classroom and virtual setting, and standards.
- Shorter, more frequent assessments to determine gaps in learning/inform instruction.
- One-to-one with Chromebooks for our students. Thank you LEF!
- In order to meet the needs of consistency for schedules, maximizing instructional minutes, health and safety considerations, CDC guidelines, our hybrid plan meets those expectations.
- This plan also allows for the required flexibility of increasing our in-person offerings while monitoring the current health situation as the circumstances improve or allow.
- Clearly, under normal circumstances our goal is to have all of our students and staff in our schools. This is not a normal circumstance.

H.E.A.R.T.

Relationships



- Students surveys for return to school.
- We will be using these surveys to develop ways for students to feel comfortable as they return in September.
- Welcome Back videos for a sneak peek
- Importance of morning meetings as a sacred time for students to connect with their teacher and one another.
- Advisory classes. Street Teams. Renaissance .
- Promote movement - mask/wellness breaks
- Outdoor spaces as classrooms.
- Reset Centers
- Professional development
 - a. Student SEL work
 - b. Staff SEL and self-care
 - c. Co-regulation strategies
 - d. Mental health awareness to support our students and colleagues.

H.E.A.R.T.

Teamwork



Hybrid Schedule

BLUE/BLUE
V
GOLD/GOLD



Cohort Model: Identify small groups and keep them together to ensure that student and staff groupings are as static as possible.

Social Distancing: Reducing class sizes through cohorting allows for our school to create physical distance in classrooms up to six feet as recommended through the CDC.

In-person Instruction: One goal was to maximize in-person contact with our students and staff to the greatest extent while adhering to the necessary health considerations. The Hybrid model creates that layout.

	Monday	Tuesday	Wednesday	Thursday	Friday
BLUE cohort	In-Person	In-Person	Virtual	Remote	Remote
	Classroom instruction ----- Targeted skills and standards ----- Assessment & feedback		Schedule of Google Meets ----- Focus on previewing, reviewing, or class discussion	Asynchronous Learning ----- Complete independent tasks & project based learning ----- Online learning platforms	
GOLD cohort	Remote	Remote	Afternoon small group or individual remediation	In-Person	In-Person
	Asynchronous Learning ----- Complete independent tasks & project based learning ----- Online learning platforms			Classroom instruction ----- Targeted skills and standards ----- Assessment & feedback	

Green Cohort: Parent Choice Virtual Option



The District was notified that it must provide the option for parents to choose an all virtual model. This model will mirror the same program as those attending in person.

- Follows the structure of the Hybrid Model
 - Synchronous and asynchronous learning
- 3 lessons per week per subject
 - Math, ELA, Science/Social studies
- Length of lessons vary per grade level
 - K-4: up to 30 minutes/lesson
 - 5-8: up to 40 minutes/lesson
- Seaview: consistent teacher for all subjects
- Belhaven: teacher will vary per subject
- Teacher Assignment
 - Teacher will be a certified instructor for that grade level/content area
 - May be different when student returns to in person learning

Green Cohort: Parent Choice Virtual Option



- Students virtual instructor will remain the same for the duration of virtual learning.
- Students choosing the virtual option will have the opportunity to participate in clubs and activities
- Students enrolled in the Green cohort will be assessed with the same benchmarks as our students in person in order to monitor student progress
- Related Arts instruction will be provided for virtual students.
- Students will be cohorted with other students in their grade to receive their virtual instruction.
- Virtual Learning Survey is still available. Please complete by August 13th by 3:00 PM.

Green Cohort Sample Schedule (subject to change)

- Students receive virtual instruction 3 days per week in the same areas as students who attend in person.
- Schedule is subject to change based on the number of students who decide to choose the Virtual Option

	Monday/Tuesday	Wednesday	Thursday/Friday
8:15am	Morning Announcements		
8:15am - 8:55am	Check into each Google Classroom for the Day	Schedule of Google Meets <hr/> Focus on previewing, reviewing, or class discussion <hr/> Afternoon small group or individual remediation	Time to work on project-based learning activities, assignments, skills practice 8:20 - 9:20 ELA 9:20 - 9:30 Break 9:30 - 10:30 Math 10:30 - 10:40 Break 10:40 - 11:40 Science/Social Studies 11:40 - 12:10 Lunch 12:10 - 12:40 Related Arts/PE 12:40 - 1:15 Independent Reading
9:00am - 12:30pm Subject area Google Meet Times TBD	ELA		
	Math		
	Science		
	Social Studies		
12:30pm - 1:00pm	Lunch		
1:05pm - 2:00pm Subject area Google Meet Times TBD	Related Arts/PE/Health		
2:00pm - 2:45pm	Time to work on project-based learning activities, assignments, skills practice		

Hybrid Schedule

BLUE/BLUE
V
GOLD/GOLD



Why BLUE/BLUE/V/GOLD/GOLD Model?

- Creates academic consistency with back to back full days of in-person instruction
- Provides the most “normal” in-person day for our students - restorative for students
- Recognizes the need for social-emotional connections to be re-established
- Is focused on the whole-child approach
- Appropriate from a health standpoint-break in the week necessary for any proactive steps in the event a health-related response is needed

Hybrid Schedule

BLUE/BLUE
V
GOLD/GOLD



Why BLUE/BLUE/V/GOLD/GOLD Model?

- Consistency for scheduling for parents during the week for coverage
- Offers flexibility for adding student cohorts into our programming and welcoming more students into the building (increasing cohort sizes, adding cohorts on Wednesdays, etc.)
- Allows for limited exposure on a daily basis with the cohort remaining the same for two days. Minimizes need for large group quarantine.
- CAMP will be offered for before and after school needs of parents.
- Inquiry-based teaching methods engage students

Hybrid Schedule

BLUE/BLUE
V
GOLD/GOLD



Why BLUE/BLUE/V/GOLD/GOLD Model?

- Focused on the whole-child approach and the benefits
 - 17% Slightly Concerned
 - 23% Somewhat Concerned
 - 24% Quite Concerned
 - 27% Extremely Concerned
 - For their child's social and emotional well-being
- Over 60% of families indicated that childcare could be an issue. This plan maximizes a full day learning opportunity while not creating mid-day childcare issues.
- Maximizes in-person learning to allow time for in person related services (i.e. speech, OT, PT)

Contingency Plan

Full Virtual Shift– Whole District Required to Move to Virtual Instruction



If required, the District has a contingency plan if we must shift to a fully virtual model.

How will virtual learning be different from the spring 2020?

We understand that our shift to remote learning in March was quick. We reviewed a variety of details of our program, gathered survey information, met in professional learning groups, and identified the following improvements for the upcoming year if we are required to move to virtual instruction:

- Creating a **more constant schedule** for meeting with teachers
- **More options** for live, synchronous learning
- **Consistency** of expectations for students
- **Streamlined** process for teachers and students

Belhaven

Sample Schedule

(in the event all students fully remote)

- Students attend each class 2 times per week
- 4 live options per day
- 4 days per week
- Allows small group check in time for intervention and differentiation
- Friday “office hours” for student questions and extra assistance
- Subject to change

	Monday/Wednesday	Tuesday/Thursday	Friday
8:15am	Morning Announcements		
8:15am - 8:55am	Check into each Google Classroom for the Day		
9:00am - 9:30am	Period 1	Period 2	Office Hours Teacher Available for consultation at students request.
9:45am - 10:15am	Period 3	Period 6	
10:30am - 11:00am	Period 7	Period 8	
11:15am - 11:45	Period 9A	Period 9B	
11:45am - 12:45pm	Lunch		
12:45pm - 2:45pm	Small Group Check-in As needed and requested Period 2 - 12:45 - 1:15 Period 6 - 1:15 - 1:45 Period 8 - 1:45 - 2:15 Period 9B - 2:15 - 2:45 Time to work on project-based learning activities, assignments, skills practice	Small Group Check-in As needed and requested Period 1 - 12:45 - 1:15 Period 3 - 1:15 - 1:45 Period 7 - 1:45 - 2:15 Period 9A - 2:15 - 2:45 Time to work on project-based learning activities, assignments, skills practice	Time to work on project-based learning activities, assignments, skills practice

Seaview Sample Schedule

(in the event all students fully remote)

- All students fully remote
- 4 live options per day
- 4 days per week
- Allows small group check in time for intervention and differentiation
- Friday “office hours” for student questions, extra assistance, and parent communication
- Subject to change

	Monday/Wednesday	Tuesday/Thursday	Friday
8:15am	Morning Announcements		
8:15am - 8:55am	Check into each Google Classroom for the Day		
9:00am - 9:30am	ELA	ELA	Office Hours Teacher Available for consultation at students request.
9:45am - 10:15am	Math	Math	
10:30am - 11:00am	SS	Sci	
11:15am - 11:45	Related Arts	Related Arts	
11:45am - 12:45pm	Lunch		
12:45pm - 2:45pm	Small Group Check-in As needed and requested Time to work on project-based learning activities, assignments, skills practice	Small Group Check-in As needed and requested Time to work on project-based learning activities, assignments, skills practice	Time to work on project-based learning activities, assignments, skills practice

Academic Focus

Curriculum and Instruction



Curriculum and Instruction

- In-person schooling **focuses on teaching**, guided instruction, and **ongoing assessment** and feedback. Teachers will work to **differentiate instruction** in order to address learning gaps and accelerate learning at the appropriate pace.
- During remote schooling, students complete **independent, differentiated tasks and projects**, and engage in **online learning platforms** during scheduled times.
- Teachers address specific curricular standards through experiences and assignments that meet **grade-level learning expectations**. Follow-up occurs during in-person schooling to hold students and teachers accountable for the progress.

Academic Focus

Curriculum and Instruction



- Teachers will work to identify the most critical **prerequisite skills and content** knowledge students will need to access that grade level content when they encounter it throughout the year.
- **Scope and sequence**/pacing guides will be adapted to reflect where teachers may need to provide acceleration support.
- In person schedule allows opportunities for **interventions**. Teachers will utilize periods built into the daily schedule- W.I.N. period for grades 3 & 4, Explorations for grades 5-8.

Academic Focus

Curriculum and Instruction



- Special Education Considerations
 - Hybrid or remote programs will be offered. Some specialized programs will return 4 days per week. Contact the case manager with any specific questions.
 - Related services will be provided in person for hybrid students. Remote student services will be coordinated through the related service provider on an individual basis.
 - IEP meetings will continue to be virtual.
 - Outstanding CST Evaluations will be reviewed and prioritized (in-person and hybrid)

Academic Focus

Curriculum and Instruction



- Special Education/504 Considerations
 - Continued partnerships with families to ensure that students needs are being met to the greatest extent possible.
 - IEP team members will continue to review and take data to monitor student progress on individualized IEP goals.
 - IEP's and 504's are continually reviewed. Contact the teachers/case managers/guidance counselors for any support.

Academic Focus

Benchmark and Assessment



- Vertical articulation meetings and PLCs across grade levels/programs prior to student return to determine gaps in learning and instruction during COVID closure.
- Teachers and staff will work to develop a plan for in-person and remote assessment options. Shorter more frequent assessments will be used.
- English Language Learner students will be assessed using the WIDA Model to determine progress towards English Proficiency and best placement for the 2020-2021 school year.
- Potential gifted and talented students will also be assessed using the CogAT Screener.

Academic Focus

Benchmark and Assessment



- Students in grades 1-3 will be assessed with **Fountas & Pinnell Benchmarks** to determine reading level/literacy skill gaps.
- Grades 3-8 will also be administered the **Scholastic Reading Inventory (SRI)** for lexile reading level.
- Students in grades 1-8 will be given **mathematics prerequisite assessments** from their math programs.
- **Modified benchmark assessments** (LinkIt!, textbook, teacher created) will be conducted in grades 3-8 for both ELA and Math.
- **Pre-K and Kindergarten** teachers will assess individually using the readiness assessments usually given during the summer.

Other Considerations



What other models were considered?

- We reviewed a variety of options on models including opposite week schedules, half-day options, split sessions, and every other day models.

Why did you choose the hybrid model?

- After review and consideration of individual parent and staff feedback, Return to School Committee meetings, survey data, contractual obligations, in-person instructional time, health and safety and a whole child approach.

Will there be shared supplies between students?

- Limiting shared use as much as possible. Students will be encouraged to wipe down materials after use.

Other Considerations



Will water fountains be available for use?

- Students are strongly encouraged to bring a reusable water bottle and use our water filling stations.

Will the Green Cohort - Virtual option teachers be Seaview/Belhaven teachers?

- Yes. Staff will be assigned as appropriate within each building.

Will my child have the same teacher if I choose the virtual option as if he/she attended in-person?

- No, your child will not necessarily have the same teacher. The virtual option is a separate cohort.

Will parents need to socially distance and wear masks on school grounds?

- We encourage parents to wear masks and socially distance as appropriate when on school grounds. If entering the building, you will need to wear a mask.

Other Considerations



How will visitors to the buildings be limited?

- Items brought to school will be dropped off in vestibules, school staff will collect the items, and wipe down the location. Students being picked up will be called down and escorted to the pick up location. Visitors will only be permitted if deemed absolutely necessary, and by appointment.

How will drop-off and pick-up procedures change?

- Specific building drop-off/pick up procedures will be shared with parents from each building.

Will the locker rooms/lockers be used?

- No. Students will store items in their classrooms and will not be changing for PE class. At the middle school, students will not be changing for PE classes this year. Students have PE should wear sneakers and comfortable clothing. PE teachers are designing activities that maintain social distance and limit the shared use of materials.

Other Considerations



What are the future programming options that could be offered for students?

- Before/After school offerings, Summer programming, SPED/504 and related services

What funding options are being considered and used by the District?

- CARES Money, FEMA Reimbursements, Cooperative Purchasing, and LEF grants.

What considerations are there for transportation?

- We are working with Mainland on the protocols and procedures that will be completed to meet guidelines and expectations for eligible bus students.

Will clubs and sports be offered this year?

- The Cape Atlantic Jr. High League has cancelled fall sports. Clubs that can run virtually will continue in the 2020-2021 school year.

Other Considerations



Are there contingency plans in place for possible changes?

- Yes. We are prepared to shift from hybrid, to fully virtual, to a full return when guidance and direction is available through the state.

Will after school CAMP plus activities be offered at Seaview?

- At this time we will not be offering CAMP plus activities (i.e. karate, tumbling, etc.) for the fall season

Will orientations be offered?

- Orientations will take place in some format. We are planning on virtual options for students and parents.

How are cohorts being determined?

- The main drive behind the cohorts will be alphabetical. We are also considering other details - cohort size, equity, specialized programming, and siblings.

Other Considerations



Will there be live streaming of classes?

- As with many of our decisions, there are a number of things to consider when discussing live streaming our classrooms. Currently, we are not planning on live streaming. We have weighed a variety of concerns that come with this from pedagogy, classroom management, technology costs, bandwidth, equipment and securing the privacy and confidentiality needs of our staff and students.

Will virtual students have related arts?

- Yes. Virtual students will receive related arts programming within the virtual program.

Can I enroll in virtual during the year?

- Yes. Specific information will be available to parents who may want to choose the virtual option during the year.

If the entire district goes virtual, does my student's teacher change?

- As we move between models, teachers could be subject to change.

Resources

- TRB: Restart and Recovery Plan for Education:
<https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf>
- Project Based Learning:
<https://www.edutopia.org/project-based-learning-guide-importance>
- CHOP Guidance:
<https://thenotebook.org/articles/2020/07/20/chop-outlines-safe-conditions-for-reopening-schools/>
- AAP Statement:
<https://services.aap.org/en/news-room/news-releases/aap/2020/pediatricians-educators-and-superintendents-urge-a-safe-return-to-school-this-fall/>

