

Norwood Public School

District Reopening Plan

District Code: 3740

Submitted to NJDOE on July 20, 2020



Norwood Public School
177 Summit Street
Norwood, NJ, 07648
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Ms. Lisa Gross, Superintendent

This plan has been developed to address the possibility of a health-related closure within the district for the purpose of qualifying as a day or days in which the Board of Education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

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Demographics

School Re-Entry Plan Committee

Committee Member	Role in the School Community
Lisa Gross	Superintendent
Carlos Guzman	Board of Education President
Michael Sprague	Board of Education Vice President
Kelly Wilson	Board of Education Trustee
Vito DeLaura	School Principal
David Roth	Director of Special Services
JoAnne Zahn	Supervisor of Instruction
Mark Meyers	Supervisor of Building and Grounds
Victor Anaya	Business Administrator
Chris Rzucidlo	Network Administrator
Shilpa Patel, M.D.	School Physician
Kathy Vuoncino	Director, Region 3
Jeff Krapels	Chief of the Norwood Police Department
Anna Froeder	School Nurse
Cathy Stanzione	Norwood Education Association President, School Psychologist
Trish McGee	Teacher
Debbie Rein	Assistant to the Superintendent
Jamie Kopf	Teacher
Alison Griffith	Teacher
Patty Kim	Counselor

Melissa Kelly	Counselor
Gina Hennessey	Assistant to the Principal
Daniella Ashbahian	President of the Norwood PTO, Parent
May S. Lee	President of the Norwood Korean PSC, Parent
Dierdre Kessler	Parent
Kate Cerbasi	Parent
Rachel Schank	Parent
Sheila Fischer	Parent/PTO Executive Committee
Suzanne Solomon	Parent/Norwood Department of Health
Maureen Whaley	Parent
Keith Volz	Parent

Sub-Committee Groups

Sub-Committee Working Groups			
Facilities/Safety & Security	Medical	Communications/ Human Resources	Instruction
Mark Meyers* Chris Rzucidlo Kate Cerbasi Jeff Krapels	Anna Froeder* Dr. Shilpa Patel Carlos Guzman Jamie Kopf Cathy Stanzione	Lisa Gross* Kelly Wilson Trish McGee Debbie Rein	JoAnne Zahn* Vito DeLaura* Dierdre Kessler May S. Lee Alison Griffith
	Mental Health (Psychological & Emotional)	Operations (Business, Athletics, Cafeteria)	
	David Roth* Patty Kim Melissa Kelly Rachel Schank	Victor Anaya* Gina Hennessey Daniella Ashbahian Maureen Whaley	

*Denotes Chairperson(s)

Pandemic Response Team

Team Member	Role in the School Community
Lisa Gross	Superintendent
Vito DeLaura	Principal
Victor Anaya, PhD.	Business Administrator
David Roth, PhD.	Director of Special Services
JoAnne Zahn	Supervisor of Instruction
Mark Meyers	Supervisor of Building and Grounds
Chris Rzudlo	Network Administrator
Anna Froeder	School Nurse
Catherine Stanzione, PhD	School Psychologist
Melissa Kelly	Guidance Counselor, K-4
Patricia Kim	Guidance Counselor, 5-8
Gina Hennessey	Assistant to the Principal
Daniella Ashbahian	President of the Norwood PTO, Parent
Suzanne Solomon	Parent/Norwood Department of Health
Keith Volz	Parent
May Lee	President of the Norwood Korean PSC, Parent

Re-entry Plan Components

Conditions for Learning

1. General Health and Safety Guidelines

- In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines.
- Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Norwood (see pages 15-18 of [state guidance](#)):

Ensuring health and safety of all staff in Norwood including those identified as high risk

-Face Covering/PPE

- All staff and students will be expected to wear face masks at all times, unless exempt due to personal health needs (medical documentation required).
- Staff and students can elect to also wear clear face shields/protective gowns in addition to facemasks
- School will utilize cues and signage as reminders for face covering guidelines.
- When students are averse to wearing a mask, a teaching protocol will be implemented to help facilitate use and face shields may be employed. Students who need mask breaks may be allowed time outside to remove masks for a short period of time.

-Social Distancing

- Staff will be expected to maintain social distancing requirements at all times and in all areas of the school, as appropriate.
- When social distancing is not possible, physical barriers and other safety measures will be utilized to maintain safety.
- District will explore fixed & temporary space
- Students will be kept in cohorts to minimize contact with other students.
- Student movement throughout the building will be minimized whenever possible.
- Social distancing maintained in all areas of the school.
- The School will utilize cues and signage as reminders for social distancing guidelines.

-Hand Washing

- Sanitation stations will be provided across the building and in classrooms.
 - Hand sanitizing stations are located in every classroom
 - Additional stations will be installed at exits and entrances to the building, outside restroom, as well as the cafeteria, all purpose room, and gymnasium.
 - All sinks will be supplied with paper towels and hand soap for effective cleaning. There are soap dispensers and hand dryers in all sink locations.
- The School will utilize cues and signage as reminders for hand hygiene & respiratory

etiquette guidelines. These signs will be posted in classrooms, hallways, and in bathrooms as frequent reminders for students of all ages.

- Students are expected to wash hands frequently including after any snacks, physical activity, accidental sharing of materials, after using the bathroom facilities, and as needed for coughing and sneezing. Several classrooms have sinks. Other students will need to use sinks located in the bathrooms, following bathroom social distancing expectations.

-Supporting high risk staff and students who cannot be present in school.

- The school district will develop a protocol for the utilization of high risk staff who cannot be present in the building. The School Physician will be consulted and will review medical documentation. Staff will either be offered a remote teaching position or will be provided with appropriate PPE. Examples of this include, face shield, gloves, gown. They will also be exposed to a small group of children and will stay in an air-conditioned space.
- The school district will develop a protocol for the provision of remote instruction for students who will not be present in the building. Students will be offered remote learning instruction. This instruction will mirror what is occurring in the classroom. Students in-person who are at higher risk will be offered face shields as well as masks. Students will be given frequent breaks and will be monitored by a certified staff member.

-Maintaining communication with local and state authorities

- The district will adopt a Chain of Command to be utilized for situations including but not limited to:
 - Identification of symptoms
 - Positive test results
 - Staff concerns
- This Chain of Command will create a process for communication from the school, to the district level and ultimately local and state authority levels when appropriate.
- Any person who suspects exposure that is not for themselves or their immediate family, should contact the health department.

-Promoting behaviors that reduce spread

- Staff and students will be encouraged to stay at home when not feeling well
- Deemphasize goal of perfect attendance

2. Classrooms, Testing, and Therapy Rooms

- Schools and districts must allow for social distancing to the maximum extent possible.
- When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
- School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

Norwood (see pages 18-21 of [state guidance](#)):

- Social Distancing:
 - Student desks will be placed 6 ft apart in forward-facing rows. Students will be assigned a desk/workspace and will have plastic desk partitions to create further separation between themselves and their classmates. Students are expected to wear masks to comply with social distancing guidelines.
 - Class sizes have been carefully organized to create cohorts that can support the minimum number of students possible per class. Working with the district architect, classrooms were assessed for the maximum number of student desks permitted based on State guidelines. Classroom spaces have been assigned using this model with the largest classrooms, such as the chorus room, re-fitted for traditional academic use. Custodial staff has placed the minimum amount of seating, 6ft apart, in each classroom. Accommodating in-person students has been aided by 38% of student population opting to learn remotely.
 - Entry into and exit out of the building as well as student breaks will be staggered to limit the amount of people moving at a time.
 - Ancillary furniture and classroom supplies will be removed to create additional space.
 - Students are organized into cohorts and assigned a homeroom. Student movement will be limited throughout the building. Where applicable, students will remain in their classroom and teachers will rotate in.
 - Hallways will be designated “one way” to allow for movement that meets social distancing criteria and spacers will indicate safe distancing. Masks are mandatory for all students, staff, and visitors when traveling throughout the building.
 - Specials will push into classrooms to further limit student movement and eliminate the need to share resources.
 - Physical education will be held outside when the weather is conducive. When the weather is inclement, PE will be provided in the classrooms with a limit to student movement. Additional spaces such as the Cafeteria may be used as needed.
 - Hand Sanitizing stations are available in each classroom and throughout the building.
 - Pre-K will not have nap time. Instead, this time will be replaced with a quiet time where students can work on practice activities.
- Student/Classroom Materials:
 - Students are expected to have their own supplies that will be kept in a small storage container/bag at their assigned desk/workspace.
 - Sharing of materials will be highly discouraged. Any materials that must be shared, will be appropriately sanitized in-between use by the classroom teacher, paraprofessional, or custodial staff.
- Bathrooms:
 - Hallway monitors (Aides/Paraprofessionals/other staff) will ensure that students comply with bathroom usage guidelines. No more than 2 students will be able to access a bathroom at a time. They are also available to ensure that students have correctly washed their hands.
 - Bathroom stalls/urinals/sinks will be closed off to ensure 6ft of distance between occupants.
- Health Office:
 - Specific entrance and exit into and out of the nurses office.
 - Additional space will be created outside of the nurses office using 6 ft partitions to create a waiting space for students who need to see the nurse.

- Students will not be permitted to simply “go to the nurse”. Teachers will contact the nurse for assistance/guidance.
- Ventilation:
 - Only classrooms with functioning windows will be in use. Windows, when applicable, will remain open to provide constant circulation of air. Additionally, unit ventilators and fans will be utilized to circulate air in the building. Fresh air dampers in rooftop units will remain on to bring more fresh air into the building, and provide circulation.
 - All univents and rooftops units all have fresh-air inlets
 - Yes, filters have been changed and will be maintained according to the manufacturer’s recommendations. Only air conditioned classrooms will be used for instruction.
- Testing Areas:
 - Child Study Team will continue to provide remote testing as frequently as possible. In-person testing will be limited to one staff member and one student at a time. When testing requires use of manipulatives or hands-on materials, all items will be disinfected before being used by another student or staff member.
 - Testing rooms will be disinfected before additional usage.
- Therapy Rooms:
 - Guidance rooms
 - Speech/OT/CST:
 - Specific rooms will be designated for therapies.
 - Masks are required during therapy. Special protections for teachers/staff members will be available including desk shields and face shields when masks are not appropriate for therapy.
 - Physical Therapy will be provided by an outside consultant. They are required to comply with district guidelines concerning distancing and staff/student interaction.

3. Transportation

- School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.
- If maintaining social distancing is not possible, all students must wear face coverings while on buses.

Norwood (see pages 21-23 of state guidance)

- Students required to wear masks when possible & medically feasible.
- Drivers wear masks at all times on the bus.
- Bus aides wear masks at all times on the bus
- Students will be sitting together wearing masks at all times.
- All bus surfaces that children come into contact with will be disinfected at the end of the route
- Students who exhibit symptoms of Covid-19 are denied entry to the bus and the name of

- student should be reported to school. This will be monitored by the bus company.
- Bus company is responsible to verify that all drivers and aides are healthy and take temperatures prior to the start of the workday.
- Buses will not be making multiple runs since all students, aides and driver will be adhering to social distancing practices.

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

- School district reopening plans should establish the process and location for student and staff health screenings.
- This should include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart.
- When it is not possible to maintain physical distancing, schools must require the use of face coverings.

Norwood (see pages 23-24 of [state guidance](#)):

- Students will enter at specific entrances by grade and lined up by homeroom to minimize the amount of people in one area at any given time and to ensure monitoring of distancing guidelines.
- At no time will parents and guardians congregate on school grounds when dropping off or picking up students.
- Face coverings are required at all times (masks, shields for students where masks are inappropriate).
- Physical guides and signs for directing movement will be placed in all common areas (hallways, sidewalks, etc.) to provide guidance for all students and to ensure distancing guidelines are being met.

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

- School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19.
- Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others.
- If a school district becomes aware that an individual who has spent time in a 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.

Norwood (see pages 24-27 of [state guidance](#)):

- Parents/Guardians will digitally complete a daily form for each of their students physically attending the school to confirm that they meet the health requirements for attendance.
 - This form is to be submitted by 7:30 am each day and will include confirmation that

the student(s) does/do not have a temperature or is/are exhibiting COVID-19 symptoms before physically attending school.

- This form will also require families to indicate if anyone in the household is sick or exhibiting COVID-19 symptoms or have returned from an area requiring state-mandated quarantining.
- The District is working with an outside company to offer COVID-19 testing onsite. This may be offered prior to the start of school for anyone who is interested at no charge.
- Additional space is being created outside of the nurses office to allow students or staff to safely social distance while waiting to be seen/treated. Students and staff with symptoms related to COVID-19 will be isolated in this area. We will ensure there is enough space for multiple people placed at least 6 feet apart. Hygiene supplies will be available, including additional cloth masks, facial tissues, and alcohol-based hand sanitizer. The School nurses will use Standard and Transmission-Based Precautions based on the care and tasks required. There will be additional staff assigned to supervise students waiting to be picked up. Students and staff that are able to return to school will need to provide a doctor's note which will be submitted to our school physician.
- Students will be visually screened by staff before entering the school and throughout the day. Any student exhibiting symptoms of COVID-19 will be safely and respectfully isolated from others and the nurse will be immediately informed to take next steps.
- Staff will digitally complete a daily form confirming that, as of that moment, they are not exhibiting any symptoms of COVID-19. Staff members who exhibit symptoms in the building will be safely and respectfully isolated from others and the nurse will be immediately informed to take next steps.
- We will continuously and consistently rely on the County Health Official for additional and up to date guidance.

6. Contact Tracing

- Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19.
- All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

Norwood (see pages 27-28 of [state guidance](#)):

- Students are organized into cohorts at all times which will keep cross-contamination to a minimum.
- The school will rely on the Guidance department to facilitate contact tracing to identify patterns of interaction.
- Families will be informed if their child/children might have come into contact with someone in

the building who is exhibiting symptoms.

- If a student or teacher comes down with COVID-19, the class will be quarantined for 14 days.
- Staff will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- Awareness will be shared at the district's safety meetings on an on going basis throughout the year.
- Will continue to rely on guidance from the Health Department.

7. Facilities Cleaning Practices

- School districts 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
- School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

Norwood (see pages 28-30 of [state guidance](#)):

- The custodial team will continue regular daily cleaning practices.
- New procedures for enhanced cleaning will be implemented daily including:
 - Nightly sanitizing/disinfecting of all areas
 - sanitizing/disinfecting areas during the day as needed and as frequently as possible
 - Routing cleaning/sanitizing of bathrooms will occur throughout the day
- Hand-sanitizing stations are available in all classrooms and throughout the building. Additional sanitizing stations will be added as needed.
- Custodial team will use electrostatic sprayers to efficiently and effectively sanitize and disinfect all public areas (classrooms, bathrooms, etc)
- Access to rooms/areas not integral for the educational day will be limited to reduce the amount of sanitizing/cleaning required throughout the day.
- Teachers/staff members will be required to sanitize/disinfect any shared materials throughout the day before use by other students or staff members.

8. Meals

- If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups.
- Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing.
- Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

Norwood (see pages 30-31 of [state guidance](#)):

- Not applicable for most students as lunch will not be included in the school day.
- Grab and go meals will be provided for students who qualify for free/reduced lunch. Meals are not prepared on site and are brought in from local eateries. Students would be able to pick up their meal as they leave for the day.
- Reinstating lunch periods will be reevaluated as we progress through the first trimester.
- Students may eat snacks outside only if the weather is nice.
 - There will be a strict “no sharing” policy and students will remain socially distanced.
 - Snacks will be available in the classroom for students who receive free or reduced lunch. Snacks will be under teacher control and locked away until use.
 - No vending machines or alternate procurement of snacks will be available at this time.

9. Recess/Physical Education

- School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students.
- Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses.
- School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

Norwood (see page 31 of [state guidance](#)):

- Recess will be provided for students in grade PreK-5 and students will have a 20 minute block of time built into their daily schedule. When weather permits, students will be brought outside to engage in socially distanced activities under the guidance of a staff member. In inclement weather large spaces such as the Cafeteria or All purpose room may be employed and cleaned between use.
- Physical Education classes will occur outside as much as possible, and in the classroom when inclement weather/activities at desk/in personal space/mindfulness/health
- Lessons will be designed to use the least amount of external equipment as possible. Teachers will focus on alternate and equipment-free activities to promote physical, mental, and social-emotional wellness.
- Should equipment be utilized, it will be sanitized by the physical education teacher or custodial staff before use or set aside for disinfection by the custodial staff before it can be used by another student. See manual for specifics.

10. Extracurricular Activities and Use of Facilities Outside of School Hours

- All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.
- In addition to taking these steps to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students.

Norwood (see pages 31-32 of [state guidance](#)):

- There will be no in-school extracurricular activities permitted in the school building.
- Extracurriculars such as Yearbook Club, Student Council, and Debate Club will all meet remotely in the afternoons at the conclusion of the in-person instructional day.
- Band, orchestra, and chorus will also meet remotely to keep with social distancing and good hygiene practices as the wearing of masks for these activities makes them nearly impossible.
- No intramural sports will be offered at this time.
- The town may hold athletic programs (ie. soccer) outside and will be responsible for adhering to the provisions of social distancing, masks, and tight supervision.

Additional Areas of Focus: Conditions for Learning

Social-Emotional Learning (SEL) and School Climate and Culture

- Re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.
- Multi-Tiered Systems of Support (MTSS) – MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

Norwood (see pages 32-39 of [state guidance](#)):

- Guidance Counselors will provide instruction with scheduled daily classroom push-in
- Guidance Counselors will collaborate with teachers on lessons to address issues such as anxiety, depression
- Elementary Guidance Counselor will continue to incorporate strategies for developing 7-Habits
- Guidance Counselors will meet/work with students in the afternoons
- A Multi-Tiered Systems of Support will be followed:
- Tier 1 -
 - Develop a needs assessment/mental health screening for students.
 - Continue to utilize Response to Intervention model and Child Study/Student Services

- Refer and monitor students for mental health, behavioral, and emotional support services and programs.
- Implement strategies from the Responsive Classroom and Advisory period to teach mindfulness, skills for social-emotional wellness and to promote community well-being.
- Tier 2 - Individual counseling to address social-emotional needs.
- Tier 3 - Clinical interventions via small groups and/or individual counseling to target more intensive social-emotional and behavioral needs.
- School psychologists and guidance counselors will continue active, ongoing collaboration and consultation with parents, teachers, and administrators to support students' mental health and wellbeing.
- Resources and professional development for faculty and staff in order to best support and talk with students and to help foster coping and resilience and self-care.

Wraparound Supports

- Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.
- These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

Norwood (see pages 39-43 of [state guidance](#)):

- Summer “Jump Start”: Data-driven program designed to provide students who struggled with particular standards and skills an opportunity to revisit those skills and minimize any learning gaps that may have occurred during remote learning.
- Extended School Year (ESY):

Food Service and Distribution

- School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey’s approximate 1.4 million students during all phases of school reopening.
- The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

Norwood (see page 43 of [state guidance](#)):

- Students who receive free and reduced meal services will continue to be provided with lunch.

Quality Child Care

- Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it. The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school's modified schedule to local child care providers, and plan to transport students from school to child care facilities.

Norwood (see pages 43 of [state guidance](#)):

- In phase 1, Child care will be offered in the afternoon. We will reevaluate for phase 2 to see if we can offer it in the morning as well.
- Since Norwood Public School does not hold a daycare license, it is not possible to provide child care for the children of staff who require care.
- We continue to wait for guidance from the State, but the understanding is that staff can apply for an FMLA leave

Leadership and Planning

1. Establishment of a Pandemic Response Team

- School districts should establish school-based Pandemic Response Teams in each school to centralize, expedite, and implement COVID-19-related decision-making.
- Each school team should have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- Members of the school teams should include a cross-section of administrators, teachers and staff, and parents.
- Pandemic Responses Teams should represent a cross-section of the school and district, including its gender and racial diversity. (If a school has an existing crisis response team, that team could serve as the Pandemic Response Team.)
- If a school or district does not have an existing crisis response team, schools should establish such a Pandemic Response Team to support all planning, management, and decision making related to the school's COVID-19 response actions.

Norwood (see pages 47-48 of [state guidance](#)):

- The Pandemic Response Team is composed of school officials, staff, parents, and community representatives who are able to address and respond to various needs relating to the pandemic and the school including pandemic preparedness and response to changing laws and conditions, contact tracing, social/emotional support, and communication to name a few.

2. Scheduling

- The NJDOE recognizes that a one-size fits all plan to accommodate hybrid or remote learning is neither feasible, nor appropriate, and is committed to supporting school leaders in developing their plans to reopen schools.
- These plans should enable all students to have access to high-quality in-person/hybrid instruction that also prepares for the possibility of a return to all remote instruction should the need arise.
- School districts are required to meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- When developing school reopening plans, 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 learning environment.
 - Special Education and ELL: Provide educators with professional development to best

utilize the accessibility features and accommodations tools made available through technology-based formats. Continue ensuring that students receive individualized supports that meet the requirements of the IEP and 504 Plans.

- Medically Fragile Staff: remote 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. School districts should accommodate educators teaching both in-person, hybrid, and remote learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction.

Norwood Implementation Strategy (see pages 49-54 of [state guidance](#)):

- Students in grades PreK-5 will:
 - follow a traditional ½ Day Session Schedule, attending school from 8:20 AM to 12:20 PM. From 1:30 PM to 3:15/3:30 PM (time varies as per bargaining agreement) students will be working in data-driven groups for enrichment or additional supports including individual or small group academic help, and intervention supports such as LLI and RTI.

- In-Person:

Single Session

Period	Time
Advisement/Responsive	8:20-8:42
1	8:42-9:12
2	9:12-9:43
3	9:43-10:14
4	10:14-10:45
5-6	10:45-11:16
7	11:16-11:47
8	11:47-12:20

- Students will receive live instruction in all core content areas.
- Times follow the Single Session schedule, but have built in flexibility as classes are self-contained.
- Specials teachers (PE, art, music, Makerspace, etc) will push into individual classrooms to provide additional instruction.
- A 20 minute recess period will be built into their schedule (see below)

- Remote Learning:

- Grades 1-4 will have 1 dedicated virtual teacher who will teach remotely with the students in that grade that have chosen remote learning. As a self-contained cohort, the teacher will provide live instruction via Zoom/Google Meet in all core subjects, mirroring the scheduled times being provided for in-person learning.
- Specials teachers will deliver their instruction via Zoom/Google Meet at the regularly scheduled time in the day.
- Teachers will work with individuals and small groups virtually in the afternoons from 1:30 to 3:15/3:30 to provide enrichment or

remediation.

- Clubs and activities such as chorus and instrumental lessons will also be available during this time

- Students in grades 6-8 will:

- Follow a 7 day drop schedule with a A-G day rotation. This allows for additional time to be added for instruction. Period times are the same as Single Session Day.

Day:Periods

A: Periods 2, 3, 4, ⁵/₆, 7, 8

B: Periods 1, 3, 4, ⁵/₆, 7, 8

C: Periods 1, 2, 4, ⁵/₆, 7, 8

D: Periods 1, 2, 3, ⁵/₆, 7, 8

E: Periods 1, 2, 3, 4, 7, 8

F: Periods 1, 2, 3, 4, ⁵/₆, 8

G: Periods 1, 2, 3, 4, ⁵/₆, 7

- Students will attend this schedule in-person and virtually, with teachers streaming live for remote learners. Where possible additional support staff will be placed in streaming classes to help monitor the remote learners for questions and help.
 - Scheduled specials will push into the classrooms to provide instruction.
 - Teachers will work with individuals and small groups virtually in the afternoons from 1:30 to 3:15/3:30 to provide enrichment or remediation.
 - Clubs and activities such as chorus and instrumental lessons will also be available during this time
- We will re-evaluate the schedule in mid-October.
 - All Norwood families will have the option of selecting remote learning for their child/children. A survey was distributed to parents to gauge how many families will be keeping their children home. In mid-August, each family will be required to submit a request for remote instruction. The full-time remote learning option will provide the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs.
 - Parents/Guardians may submit a request to transition from fulltime remote learning to in-person services two weeks prior to the end of each trimester.
 - Consistent communication is key and is provided in a variety of ways including weekly newsletters and updates, district website www.wearenorwood.com, district email and phone blasts, contact through the PTO, and RealTime portal.
 - Attendance will be taken and submitted by homeroom teachers each day. Students attending remotely will sign in using a Google Form to indicate that they are present and participating in the day's learning.
 - Access to Technology
 - A technology needs assessment was completed. The Network Administrator will continue to work with families to ensure that devices are in working condition and appropriate for student learning at school or remotely from home. Additionally, the Network Administrator and the school will work with internet providers and families to ensure student connectivity.

- Depending on the grade level, students have access to 1:1 Chromebooks in the upper grades and iPads in the lower grades. Kindergarten and 1st Grade may require sharing of devices. These devices will be used on a rotational basis with cleaning in between use. In school, these devices will be assigned to limit sharing and the need for sanitation between class periods. Should school transition to a remote environment, the devices are available to be taken home to continue with on-line learning.
- Parents will continue to agree to comply with the District's acceptable use policy that is in effect.
- Servers have been updated to minimize the intrusion of inappropriate material and more efficiently monitor access to school required digital platforms and sites. It is important to remember, however, that no technology is 100% effective, but that best efforts are always made to minimize access to inappropriate materials.
- Teachers in grade bands will make it a priority to utilize remote platforms such as Google Classroom and Seesaw to make instruction available for in-person or remote learning, and to easily communicate learning requirements with students and parents.
- Professional Development needs will be assessed on an ongoing basis. Priority sessions will include sessions to inform staff about new policies and procedures related to COVID-19, use of technology for staff, students, and parents, addressing social/emotional needs of students and staff, and identifying/working towards correcting learning gaps from Spring remote learning.
- We will continue to rely on feedback from all stakeholders to help evaluate areas of progress and areas in need of improvement.
- **Contingency Planning:** The Norwood Public School District will consider the needs of medically vulnerable students and staff, Pre-K-2 learners, learners with special needs and ELL students to develop plans for hybrid remote and in-person instruction. Staff will be prepared to teach remotely should the school have to close. The schedule will mirror the schedule of in-person classes. In addition, teachers will be able to generate pre-recorded lessons and students will be given access to lessons over Zoom, Google Classroom and/or Google Hangout. All staff will have everything they need to transition on short notice.
- School Personnel:
 - Staff are expected to report to and remain at school for the length of their contract day. In-person instruction will take place during the morning session with remote teaching, small group instruction, extra help, and extra-curriculars taking place remotely in the afternoons.
 - Staff who are at high risk will be offered accommodations to minimize exposure.
- The success of all students is one of our most important goals. Students will continue to receive additional supports as indicated in IEP and 504 documents, as well as students who are identified for academic supports such as I&RS and RTI. All accommodations will continue to be met and services provided.
- Class schedules were developed to allow students to stay in their cohort "bubble" as much as possible throughout the day. Cohorts are organized to provide a heterogeneous learning environment in most cases. Occasionally, some areas such as middle school math, TAG, and

special education classes will need to be more homogeneous to appropriately provide for all student needs.

- Should conditions deteriorate and it becomes medically necessary to switch to all remote learning, Norwood Public School will shift from the Single Session and 7-day Drop Schedules to an all-virtual, traditional schedule.

Period	Time
Advisement/Responsive	8:20-8:45
1	8:45-9:30
2	9:30-10:15
3	10:15-11:00
4	11:00-11:45
5	11:45-12:35
6	12:35-1:25
7	1:25-2:10
8	2:10-3:00
Dismissal for K-2	2:55
Dismissal for 3-8	3:00

- Staff will continue to provide individual and small group academic, remedial, and enrichment help after school as per the bargaining agreement.
- Instrumental and chorus will be offered virtually in the afternoons
- Clubs will be offered virtually in the afternoons.

3. Staffing

- Mentoring
- Staff evaluations
- Certification
- Roles and Responsibilities
 - Instructional Staff Should:
 - Teacher leaders or instructional coaches:
 - Mentor Teachers:
 - Administrators
 - Educational Services:
 - Paraprofessionals
 - Substitutes:

Norwood (see pages 54-57 of [state guidance](#)):

- Mentoring:
 - Teachers requiring mentoring are provided with a teacher mentor trained by the Northern Valley Curriculum Center. Mentors and mentees follow district protocols and reporting based on NJDOE requirements and guidelines.
- Staff Evaluations:
 - Staff will continue to be evaluated using the Marshall Plan. As per district contract, tenured staff will receive 1 scheduled and 1 non-scheduled observation and non-tenured staff will receive 1 scheduled and 2 non-scheduled observations throughout the academic year. Scheduled observations require a pre-conference meeting with the supervisor and all observations require a post-conference meeting with the observing supervisor. All observations will be conducted in person.
 - All staff will receive a summative evaluation and conference at the conclusion of the school year following NJDOE guidelines.
- Roles and Responsibilities:
 - Instructional Staff will continue to provide curriculum based instruction addressing the needs of all learners. They will develop an online platform (Zoom, Google Classroom, website, seesaw, etc) to provide instruction, access to materials, communicate with students and parents, and prepare for the possibility of a return to all-remote learning.
 - Mentor Teachers will continue to meet with mentees either remotely or in-person following social distancing guidelines. They will continue to guide and assist their mentee and submit official paperwork denoting that meeting hours have been met.
 - Administrators will continue to work with staff, students, parents, and the community to ensure that all policies and health guidelines are being implemented and followed. Administrators will continue to assess progress in all areas in order to adjust and better-meet the needs of all stakeholders.
- Educational Services
 - **Lead small group instruction in a remote environment:** remote instruction will be used in a variety of ways. remote classrooms will be used to instruct whole groups and also to break out into small group opportunities. remote instruction will also be used to provide small group remediation, enrichment, and extra help/teacher office hours to all Norwood students.
 - **Facilitate the remote component of synchronous online interactions:** Norwood teachers will provide live instruction in the classroom to students attending school during the live session each day. One classroom per grade level will broadcast the classroom lesson to any student who is receiving instruction remotely. The teacher will then be available to follow up with all individuals and/or small groups to ensure that all students are understanding the instruction and receiving the assistance that they need to be successful with the material.
 - **Manage online platform for small groups of in-person students while teacher is remote:** One teacher in each grade level will transmit the actual classroom instruction so that all students whether live or remote, will have exposure to the daily lesson. Google classroom and/or Zoom will be utilized for these lessons and all documents and written instructions will be provided to students on these platforms in person and remotely.

- **Assist with the development and implementation of adjusted schedules.**
Teachers, administrators, and support staff (aides, guidance counselors, CST, related service providers) will work together to ensure that students are in the appropriate class sections. The staff will review all IEPs and 504s to ensure students are receiving the level of instruction, therapies, and modifications/accommodations that students are entitled to.
- **Plan for the completion of course requests and scheduling (secondary school).**
Norwood is a prek-8 school. No secondary school action needs to be taken.
- **Assist teachers with providing updates to students and families.**
The guidance counselors, Child Study Team, paraprofessionals, and administrators will continue to work with teachers to help provide continual progress updates to students and families directly. These conversations will focus on academic performance, work completion, social-emotional functioning, attendance, and supports available delivered by the school and/or outside agencies.
- **Support embedding of SEL into lessons.**
Students will participate in Responsive Classroom and advisement period at least three mornings where social emotional learning is a focal point. Additionally, the students will receive lessons that have SEL incorporated into the activities. Furthermore, the guidance counselors will push into classrooms to offer direct lessons and activities that highlight key SEL hallmarks.
- **Lead small group instruction to ensure social distancing.**
The square footage of classrooms has been accounted for in Norwood's plans to return students to school. Additional space has been opened up by removing furniture and materials have been removed from the classroom. In addition to square footage, physical transparent barriers will be in place for each student's desk and protective masks will also be employed by students and adults.
- **Consider student grouping to maintain single classroom cohorts.**
All grade levels are being grouped according to cohorts. This will limit between group exposure and allow for students to remain in a single classroom for as much of the day as possible.
- **Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.**
Students and adults will be utilizing PPE including face coverings each day. Additionally, transparent barriers at each student desk will be used. Social distancing procedures will be used during all interactions between individuals. Afternoon remote opportunities will also be used by teachers and support staff/related service providers as a method to reduce one to one in person contact where possible.
- Paraprofessionals will be critical in assisting with the enforcement of academic and safety goals, ensuring that students are wearing masks and social distancing appropriately, help to monitor movement in the halls and bathrooms, assist teachers with student management, instruction, and disinfecting materials on an as-needed basis.
- Substitutes - Required to
 - Follow all guidelines and regulations as laid out in district policies
 - Will sign waivers indicating that they are COVID-19 symptom free
 - Substitutes will be required to sign off that they have read the substitute handbook which includes policies, guidelines and expectations.

4. Educator Roles Related to School Technology Needs

- To ensure all staff supporting remote learning are prepared to provide or support instruction on day one, districts should:
 - Designate staff members to provide ongoing support with technology to students, teachers and families.
 - Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - Survey teachers and families to determine technology needs/access (consider those that have access, but maybe sharing personal devices with others).
- To the extent possible, provide district one-to-one instructional devices and connectivity.
- Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials)

Norwood (see page 43 of [state guidance](#)):

- Staff will organize and facilitate a remote classroom environment where they are able to share materials and deliver instruction remotely. This remote classroom (Google Classroom, seesaw, Google Sites, etc) will be a storehouse of all assignments, critical information, and a method of communication with students and families. Staff will prioritize demonstrating the use of this classroom with students and parents so that they develop proficiency should there be a need to transition to remote learning.
- Specific staff members will be available each afternoon to provide remote instruction for students who will not be in school for the traditional day and/or to provide additional support or enrichment. Grade level teachers will rotate this responsibility on a weekly basis. Grade level teachers who are not providing remote learning will be available each afternoon for small-group instruction, extra help, or skill support.
- The Network Administrator is available to provide technology support with personal devices, connectivity, and network issues.
- Staff experts have been identified for various digital platforms and programs and are willing to assist colleagues as needed.

5. Student Teachers (If Applicable)

- Survey potential student teachers over the summer to determine technology needs/access.
- Provide district loaner devices (where possible) or work with partner institutions to provide loaner devices.
- Prior to the start of the school year, provide district email addresses and access to online platforms
- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- Survey assistant teachers to determine technology needs/access (Preschool).
- remote 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

Norwood (see pages 58-59 of [state guidance](#)):

- Student teachers have been assessed for proficiency in technology and what technology they might require, if any.
- Student teachers will be provided with electronic access to district technology and a seminar/training on required technology platforms.
- Additionally, student teachers will receive detailed expectations for professional conduct as in an online environment and with all student interactions as per district guidelines.
- Student teachers will be required to have a substitute certification and will be available to substitute when needed.
- Student teachers will be monitored by the Supervisor of Instruction.

6. Athletics

- Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

Norwood (see page 60 of [state guidance](#)):

- No sports will be offered at this time.

Policy and Funding

1. Elementary and Secondary School Emergency Relief Fund

- The federal “Coronavirus Aid, Relief, and Economic Security” (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by the disruption and closure of schools from COVID-19.
- Under the law, \$310.4 million has been allocated to New Jersey, the majority of which will in turn be provided to school districts as subgrants. Allocations to districts are based on their shares of Title I, Part A funding.
- Under federal law, these funds may be used for allowable costs incurred starting March 13, 2020 and must be obligated no later than September 30, 2022. The CARES Act enumerates 12 allowable uses for these funds.
- The law authorizes expenditures that are more directly related to the current health emergency, including purchasing educational technology to support remote instruction, supplies for cleaning and sanitizing buildings, and supplemental instructional programs. Districts should avail themselves of this flexibility to address their specific needs

Norwood (see pages 61 of [state guidance](#)):

- The district was awarded \$ 40.9 K for the Cares Act. The school district has purchased educational and instructional textbooks (Math) to assist the district with purchasing the necessary PPE items within the operating budget. The Cares Act funded needed textbooks that were budgeted in the 2020-2021 operating budget for which the budget allowed for the necessary purchases of PPE items.

2. Federal Emergency Management Agency

- Public Assistance the Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which provides financial assistance to eligible applicants for a portion of costs incurred in responding to a declared emergency.
- Due to the COVID-19 pandemic, such an emergency declaration was made for the entire country on March 13, 2020. Under this program, FEMA will reimburse 75 percent of eligible expenses that are a direct result of the declared emergency.
- A district may apply for assistance through the website maintained by the New Jersey Office of Emergency Management. While there is currently no deadline for applying under the current emergency declaration, districts are encouraged to submit an application as soon as possible.

Norwood (see pages 62 of [state guidance](#)):

- The district will review the eligible guidelines for reimbursement of expenses outlined by FEMA, and if warranted, will apply for reimbursement under those guidelines.

3. State School Aid

- The total amount appropriated for K-12 State aid is essentially unchanged from the 2019-2020 school year. The State aid reductions included in the original February 27 aid notices will still occur and will be apportioned among “underfunded” districts.
- As in prior years, the NJDOE will consider changes in State aid relative to the amounts included in the February 27, 2020 State aid notices as a mid-year budget adjustment, leaving the original budget certified for taxes intact. Districts should be prepared to revise their budgets in their internal accounting records to reflect revised State aid amounts following the enactment of

Norwood (see pages 63-63 of [state guidance](#)):

- State aid was reduced by \$ 48K which was the additional amounts awarded in March, 2020 before the Covid-19 virus took effect. The district hasn’t taken advantage of the full amounts available of federal grant funding for IDEA, Preschool and Title 1 in previous years. In 2019-2020, the federal amounts were fully utilized to assist the district with its strategic initiatives. The federal funding will also subsidize the shortfall in state-aid to allow the district to continue to meet its operational needs.

4. Purchasing

- School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies to sanitize facilities) and experience increased demand for previously purchased goods and services (such as technology).
- Given the broad need for certain items, school districts may be able to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium.
- Districts may collaborate to create new arrangements or use one that already exists (several educational services commissions operate cooperative purchasing programs). School districts must continue to abide by the provisions of the “Public Schools Contract Law,” N.J.S.A. 18A:18A-1 et seq.

Norwood (see page 64 of [state guidance](#)):

- The school district is in the process of purchasing PPE items (faceshields, masks, thermometers, desk guards, decals for floors, chromebooks, additional staff and additional

required items as needed).

5. Uses of Reserve Accounts, Transfers, Cashflow

- As a result of the COVID-19 pandemic, school districts may encounter fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses.
- To the greatest extent possible, districts should consider making expenditures from various accounts or over budget line items to meet unanticipated costs and to manage their cash flow.
- School districts may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. Similarly, districts may use the maintenance reserve for required maintenance pursuant to N.J.A.C. 6A:23A-14.2, freeing other funds to be used to meet other needs.
- As districts' budgetary needs and priorities shift, may need to reallocate planned expenditures across different line item appropriations. Under the provisions of P.L.2020, c.34, the Director of Local Government Services in the Department of Community Affairs has the authority to extend the date under which a municipality is required to transfer tax revenue to school districts (and other units of government) during a period of a declared state of emergency or public health emergency. In the event that such a delay is granted, the law requires that the municipality pay a percentage, to be determined by the Director in consultation with the Commissioner, of the full amount due to the district in accordance with the original timeframe.
- Additionally, districts should be mindful that certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed 10 percent of the amount originally budgeted, require the Commissioner's approval. These requirements are statutory and cannot be waived by the NJDOE, and districts should not presume that such approval will be automatic.

Norwood (see pages 64-65 of [state guidance](#)):

- As of now, the district may not need to transfer amounts from reserve accounts, but will keep this option open, if needed.

6. Costs and Contracting

- Through an annual application process, eligible schools and libraries can request funding support for two categories of service.
 - Category One funding support is available for high-speed internet access, data transmission services, and modulating electronics used to transmit data within a school district's network.
 - Category Two support helps to fund purchases of data and wireless network equipment, firewall equipment, routers, cabling, related installation, training services,

as well as other types of equipment.

- When school districts procure devices and connectivity or any technology-related item, they must follow all New Jersey State laws and regulations that are applicable to local school districts for procurement. School districts should consider using cooperative contracting when possible.

Norwood (see pages 65-69 of [state guidance](#)):

- The district has shared services with the Northern Valley Regional School district for technology, and applicable procurement(bussing, security, special education).
- Whenever possible, the district takes advantage of cooperative contracting.

7. Policy

- Please refer to Norwood’s policy 1648

Continuity of Learning

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

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- The use of school guidance department staff and child study team personnel to identify students whose post-secondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support. Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility.

Norwood (see pages 73-74 of [state guidance](#)):

- The names of medically fragile students and students with physical or health impairments will be collected by the school nurse, guidance counselors, and child study team. Parents will also have the opportunity to submit their child's name to the school administrators for consideration as well. Once the names of these students have been collected, a master list of names will be generated.
For students with 504 plans or IEPs, the plans will be reviewed to ensure they meet the needs of each student. For students that do not have an active plan, a 504 meeting can be considered and if deemed appropriate, the 504 team will meet and create any necessary plan/documentation for each student.
Students that are unable to attend school in person will have the opportunity to receive

remote instruction delivered by Norwood Public School. The instruction will be delivered by a licensed teacher and the instruction will be grade level specific, cover key New Jersey Learning Standards, and meet the requirements for number of hours of instruction per week.

- In addition to the steps outlined in the prior section, school officials will maintain communication with the families of students who are determined to be medically fragile or have physical/health impairments. Planning for and supporting each student will require consistent monitoring of the 'live instruction atmosphere' and modifications may be necessary as a result of numerous factors. Should changes need to be made, modification to 504s or IEPs will be expedited and changes will go into effect once parent gives permission. Permission for changes may be obtained through email rather than original document/signature based on the current suspension of this policy.
- Throughout the COVID-19 closure, the IEP teams attempted to provide the same instruction and related services as per each student's IEP. The IEP teams continued to monitor student progress and assess growth and possible regression by collecting data and continually completing goals and objectives within each IEP. This data will be used to help determine whether any critical skills were lost during remote instruction. Additionally, Linkit scores, reading levels, report card scores, and teacher and parent input will also be considered when reviewing student performance as well as any new measures that are completed at the start of the 20-21 school year.

Should any student's performance indicate that any critical skill was lost during remote instruction, the IEP team will reconvene to discuss identified skill loss and then create an intervention that can specifically address these areas (ex. Additional related services, increased support in the classroom, additional instructional time, additional goals and objectives). Interventions will be time sensitive and data driven. The effectiveness of any intervention utilized will be reviewed by the team to determine whether a continuation of the intervention, a modification of the intervention, or a cessation of the intervention is warranted.

- The Norwood Child Study team will have a detailed list of all incomplete and/or pending evaluations prepared for the school's reopening. The team will prioritize completing the evaluations that are being used to determine eligibility for special education services and will complete the evaluations for each student based on when the initial request/evaluation plan was developed. The use of Region III evaluators will be considered as a means to more quickly complete outstanding evaluations.
- Norwood School District is a pre-k through grade 8 district and does not deal with post-secondary plans for students.

2. Technology and Connectivity

Districts should:

Conduct a needs assessment.

- Determine the number of students that will require district-provided devices and/or internet access in order to access remote education.
 - It is important to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers.

- Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.
- Prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment.
- The information provided in this section, along with funding options in the School Funding section, provide strategies for maximizing available funding to ensure students have access to devices and internet connectivity to improve remote instruction.

Norwood (see pages 75-76 of State Guidance)

- Access to Technology
 - A technology needs assessment was completed. The Network Administrator will continue to work with families to ensure that devices are in working condition and appropriate for student learning at school or remotely from home. Additionally, the Network Administrator and the school will work with internet providers and families to ensure student connectivity.
 - Depending on the grade level, students have access to 1:1 Chromebooks in the upper grades and iPads in the lower grades. Kindergarten and 1st Grade may require sharing of devices. These devices will be used on a rotational basis with cleaning in between use. In school, these devices will be assigned to limit sharing and the need for sanitation between class periods. Should school transition to a remote environment, the devices are available to be taken home to continue with on-line learning.
 - Parents will continue to agree to comply with the District's acceptable use policy that is in effect.
 - Servers have been updated to minimize the intrusion of inappropriate material and more efficiently monitor access to school required digital platforms and sites. It is important to remember, however, that no technology is 100% effective, but that best efforts are always made to minimize access to inappropriate materials.
 - Teachers in grade bands will make it a priority to utilize remote platforms such as Google Classroom and Seesaw to make instruction available for in-person or remote learning, and to easily communicate learning requirements with students and parents.
- Professional Development needs will be assessed on an ongoing basis. Priority sessions will include sessions to inform staff about new policies and procedures related to COVID-19, use of technology for staff, students, and parents, addressing social/emotional needs of students and staff, and identifying/working towards correcting learning gaps from Spring remote learning.

3. Curriculum, Instruction and Assessments:

remote and Hybrid Learning Environment - Curriculum, Instruction, and Assessment

- As noted in the [TNTP Learning Acceleration Guide](#)
- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.
- Train your teachers and leaders to evaluate students' unfinished learning and provide acceleration support.
- Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills. Keep in mind that during remote instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.
- Adapt the scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- Monitor your students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

- Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (e.g., hybrid approaches to instruction, remote platforms, learning management systems) and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.
- Design for student engagement and foster student ownership of learning:
 - Develop students' meta-cognition (parents may be able to provide some insights on how students understand how they learn best).
 - Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction:
 - Assess the district's data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - Assess English Learners' levels of engagement and access in an in-person, remote, or hybrid learning environment.

Norwood (see pages 76-78 of [state guidance](#)):

- Prioritization of skills and knowledge by grade level and subject area is driven by data from 2019-2020 assessments in math and literacy, teacher notes, and a grade k-5 reading inventory.
- Professional development will be prioritized to
 - provide teacher training in evaluating students' unfinished learning
 - prepare for accelerated support.
 - Address teacher technology and digital platform usage needs
 - Address the social-emotional needs of students and staff
- Student learning will be diagnosed with a variety of assessments including:
 - LinkIt
 - Fountas & Pinnell

- CRT assessments
- Grade-level/subject specific benchmarks and assessments
- Priority standards will be assessed for mastery and identification of students who require more personalized learning assistance.
- Using consistent digital platforms across grade levels will help develop a shared understanding among staff, students, and families of the expectations for that grade level whether in person, in a hybrid format, or remote.
- All academic expectations and grading policies will be clearly shared with students and parents. Teachers will clearly communicate procedures for addressing student needs with parents and how they will work with students who are falling behind and encourage students who are ready for enrichment.
- Teachers will continue to work with students to help them identify the ways they learn best as individuals and to foster real-world connections through their lessons and the work they expect students to do. Teachers will employ a variety of tools and techniques to foster life-long love of learning by providing instruction that is exciting and engaging.
- Instruction will be differentiated to meet the needs of all learners.
- Conduct expectations for in-person and remote learning will be guided by district policy and clearly communicated with students and parents. Consequences are guided by the district discipline code.
- The needs of ELL students will continue to be met by the ELL teacher and overall school community. ELL instruction will continue to be provided in a push-in capacity or remotely for students who will be learning remotely from home. The ELL teacher will continue to plan and organize lessons remotely for those students, scheduling remote meetings using digital tools such as Zoom or Google Meets. All ELL students or prospective ELL students will continue to be assessed, tested, and monitored adhering to state ELL guidelines.

4. Professional Learning

- It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers with the resources necessary to adapt to altered educational environments and experiences.

Norwood (see pages 82-84 of [state guidance](#)):

- Norwood will be collaborating with the Northern Valley Curriculum Center to develop assessments, analyze data, and develop strategies for social emotional learning. Norwood will also be partnering with IDE to assist teachers on creating a learner active technology infused classroom and develop a hybrid model of instruction. Staff will receive training throughout the year in areas of differentiation, infusing technology, and analyzing data.

5. Career and Technical Education (CTE) - Career and Academic Pathways

- When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of New Jersey Student Learning Standards, CTE Core Content Standards, industry certifications, college credit agreements, etc.

- Programs should focus on positioning students to independently extend their learning with direction and guidance from their teachers, with the goal of preparing students for careers and postsecondary success.
- As a significant indicator of CTE program quality, recognized postsecondary credentials are a new programmatic requirement in the New Jersey Perkins V State Plan. During a time when some credentials may not be accessible online or through other remote means, it is necessary to ensure students have access to appropriate industry-recognized high-value credentials

Norwood (see pages 84-89 of [state guidance](#)):

Not Applicable as a Pre- K-8 district.

6. Work-Based Learning

- Transitioning to in-person work-based learning (WBL) will require collaboration by state, regional and local partners to ensure a safe and healthy workplace learning environment.
- Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, remote tours, etc.) or in-person.
- Districts should consider work-based learning opportunities in all categories addressed in administrative code.

Norwood (see pages 15-18 of [state guidance](#)):

Not Applicable as a Pre-K-8 district.

7. Career Advisement and Development

- Strong career advisement in conjunction with business and community partnerships lead to high-quality CTE programs and provides students access to essential work-based learning opportunities.
- These essential components of CTE programs cannot be compromised in a time of increased social distancing, so modifications must be developed to maintain program quality. Districts should consider career advisement and development in all categories addressed below.

Norwood (see pages 84-89 of [state guidance](#)):

Not Applicable as a Pre-K-8 district

Addendum: Cleaning Schedules

Norwood Public School
Custodial Staff
Daytime Cleaning Schedule

COVID 19 Outbreak 2020

Daily: Classroom & Hallway cleaning

1. Wipe down touch points, door handles, push bars, handrails, cabinet handles, etc. with Chlorinated disinfecting tablet mixture in a hand spray bottle.
2. Clean areas as often as possible.

Daily: Restrooms & Water Fountains cleaning

1. Wipe down touch points, door handles, faucets, flushometers, toilet seats, partition handles, towel dispensers and hand dryers in all rest rooms with Chlorinated disinfecting tablet mixture and electrostatic sprayer
2. Wiped down water fountains (fountains will be shut down but bottle fillers will be available) and bottle fillers with Chlorinated disinfecting tablet mixture and electrostatic sprayer.
3. Clean areas as often as possible and as soon as possible after use.

Daily: Athletic equipment cleaning

1. If any athletic equipment is used during the day. The gym teachers will be supplied with bottles of H2Orang2 red dilution and paper towels. Gym teachers will wipe down the equipment after use. If additional disinfecting is required a custodial will use the Chlorinated disinfecting tablet mixture in a hand spray bottle or electrostatic sprayer to disinfect the items or area.

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Daily: Request for disinfecting by custodians

2. If additional cleaning or disinfecting is required through out the day. The teacher making the request should generate a work order using the School Dude app. A custodian will be dispatched and will address the request. The custodian will then use H2Orange2 red dilution or the Chlorinated disinfecting tablet mixture in a hand spray bottle or electrostatic sprayer to disinfect the items or area.

Norwood Public School

Custodial Staff

Nightly Cleaning Schedule

COVID 19 Outbreak 2020

Nightly: Classrooms, Offices, & Hallways

1. Sweep (dust mop) floors in all assigned classrooms & hallways (including labs, APR, Lunchroom, Gym, etc.)
2. Empty trash cans and replace liners (including hallway trash cans)
3. Empty hallway recycling cans and replace liners
4. Vacuum all rugs and runners.
5. Wet mop floors with Green dilution H2Orang2
6. Clean desktops nightly with Red dilution H2Orange2
7. Clean glass door panels nightly with Green dilution H2Orang2
8. Clean and wipe door handles, railings, cabinet handles, and other touch points nightly with Red dilution H2Orange2
9. Use electrostatic sprayer with Chlorinated disinfecting tablet mixture on all surfaces including, desks, chairs, tables, shelves, door handles, touch points, ledges, trash & recycling containers, etc.
10. Refill hand sanitizer dispensers as needed

Nightly: Restrooms, Kitchens & Water Fountains

1. Sweep floors to remove large particles.
2. Empty trashcans and replace liners.
3. Clean & disinfect toilets, urinals, sinks, faucets, flushometers, and surrounding areas with H2Orange2 RED dilution.
4. Wet mop floors with H2Orange2 Green dilution.
5. When the floor is dry spray a light mist of Uric acid eliminator around urinals, toilets and floor drains.
6. Clean and wipe door handles and partition handles with H2Orange2 RED dilution.
7. Clean mirrors with H2Orange2 Green dilution
8. Refill paper towel, toilet paper, and soap dispensers.
9. Clean water fountains with H2Orange2 RED dilution.
10. Use electrostatic sprayer with Chlorinated disinfecting tablet mixture on all surfaces including, sinks, toilets, urinals, walls, toilets partitions, door handles, floors, etc.