Township of Union Public Schools

2020-2021

District Reopening Plan

Honesty ~ Excellence ~ Integrity
Strong Family ~ Community
Partnerships

Note: This plan is subject to change based upon current information from the Governor's office, NJDOE, Union County Department of Health.

Gregory Tatum
Superintendent

Annie Moses
Assistant Superintendent

Gerald Benaquista
Assistant Superintendent

Manny Vieira
School Business Administrator/Board Secretary

Board of Education Members

Nancy Minneci, President

Mary Lynn Williams, Vice President

Sherry Higgins

Dr. Guy Francis

Ronnie McDowell

Dr. Kalisha Morgan

Vito Nufrio

Kim Ruiz

Linda Richardson

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The Superintendent reserves the right to modify all above mentioned guidance based on current information from the governor's office, NJDOE/NJDOH, and the Union County Board of Health.

TASK FORCE MEMBERS

- **Ann Hart**, *Director of Special Projects: Data and Reporting*

- **Kim Conti**, *Director of Special Services*

- ***Linda Ionta**, Director of Athletics, Physical Education, and Nurses*

- ***Maureen Guilfoyle**, Director of Instruction and Funded Programs*

- ***Sandra Paul**, Director of Information Technology and Operations*

- ***Craig Wojcik**, Assistant Director of Instructional Technology*

- ***Althea Bossard**, Principal*

- ***David Shaw**, Principal*

- ***Laura Damato**, Principal*

- ***Michelle Warren**, Principal*

- ***Latee Walton-McCleod**, Principal*

- ***Katherine DiGiovanni**, Principal*

- ***Jason Malanda**, Principal*

- ***Benjamin Kloc**, Principal/UTASA VIce President*

- ***Mark Hoyt**, Principal*

- ***Thomas Matthews**, Principal*

- ***Shawn Paterno**, Vice Principal*

- ***Sharon Drayton**, Vice Principal*

- ***Gina Calderone**, Vice Principal*

- ***Laurie Roof**, Vice Principal*

- ❖ **Dr. Kira Baskerville-Williams**, *Vice Principal*

- ❖ **Yvonne Lorenzo**, *Vice Principal/UTASA (Union Twp Ass'n of School Admin) President*

- ❖ **Delia McLean**, *Vice Principal*

- ❖ **Kimberly Osty**, *Vice Principal*

- ❖ **Vincent Rettino**, *Vice Principal*

- ❖ **Terrell Rutty**, *Vice Principal*

- ❖ **Tommy Harrell**, *Supervisor*

- ❖ **Ronald Rago**, *Supervisor*

- ❖ **Nicole Ahern**, *Supervisor*

- ❖ **Dr. Jeremy Cohen**, *Supervisor*

- ❖ **Robert Ghiretti**, *Supervisor*

- ❖ **Teresa Matthews**, *Supervisor*

- ❖ **Randi Moran**, *Supervisor*

- ❖ **Maureen Corbett**, *Supervisor*

- ❖ **Joseph Seugling**, *Supervisor*

- ❖ **Christopher Carew**, *Supervisor*

- ❖ **Lauren Walker**, *Supervisor*

- ❖ **Williams Speckhardt**, *Direct Security*

- ❖ **Barry Loessel**, *Supervisor of Maintenance and Grounds*

- ❖ **Gail Calderone**, *Supervisor/Transportation*

- ❖ **Ann-Margaret Shannon**, *UTEA (Union Teacher Education Association) President*

- ❖ **Richard D'Avanzo**, *UTEA (Union Teacher Education Association) Vice President*

- ❖ **John Boyd**, *ACMTE (Association of Custodians, Maintenance and Transportation Employees) President*

Mr. Tatum and the Task Force Members would like to extend their gratitude for all parents and teachers who attended the committee meetings. Your input was invaluable.

Close Out Protocol Committee Members: June 2020

Nadyrah Amin-Fenner (Parent)

Bryan Murray (Teacher)

Mary Ellen Patricco (Teacher)

William Eichert (Teacher)

Brian Toscano (Teacher)

Maria Sibilia (Teacher)

Daniel White (Teacher)

Bernadette Watson (School Secretary)

Allison Sheahen (Teacher)

Ann-Margaret Shannon (Teacher/UTEA President)

Katherine Lewis (Teacher)

Lazara Rovira (Parent)

Anne Buggy (School Nurse)

Kendalyn Sumter (Parent)

Chastity Santana (Parent)

Nancy Erdman (School Secretary)

Zakiyyah Cobb (Teacher)

Neela Ramjattan (Parent)

Cindy Corveleyn (Parent)

Social and Emotional Learning Committee Members

Justin Ciaccio (Parent)

Cesar Vega (Teacher)

Jill Hall (SAC Coordinator)

Annette Blanco (Teacher)

Michaela Whiteman-Land (Teacher)

Laura Detjen (Teacher)

Kelly Higgins (Teacher)

LaShanna Armour (Teacher)

Dr. Jamie Stillwell (Mental Health Coordinator)

Melanie Lamar (School Nurse)

Jessica Mongiovi (Teacher)

Antonio Dino DeBellonia (Teacher)

Brian Kaufman (Teacher)

Aracely DiGirolamo (Parent)

Ann Casey (Teacher)

Michael Mayes (School Counselor)

Elsie Mackey (Parent)

Lory Montoya (Parent)

Ruth Nicolas (Parent)

Ingrid Soares (Teacher)

Sanitation, Safety, and Wellness Committee Members

Gayle Sumner (School Nurse)

Brienna Benaquista (School Nurse)

Kelly Kitzman (Teacher)

Antonia Peralta (Teacher)

Geraldine Muller (School Secretary)

Antoinette Colello (Parent)

Suzanne Whitley (Teacher)

Jaclyn Hrdina (Teacher)

Lucille Williams (SAC/Counselor)

Meg Berry (Athletic Trainer/Child Nutrition Manager)

Monique Cooper (Parent)

Ralph T Johnson (Custodian)

Jennifer Esteves (Parent)

Samantha Formica (Teacher)

Gina Ciaccio (Parent)

Carlos Esquivel (School Security)

Lillian McGee (Parent)

Karen Wojcik (School Secretary)

Alyssa Pallitta (Teacher)

Rebecca Solheim (Parent)

Alice Barden (Parent)

Education Redesign Committee Members

Alex Salas (Parent)

Cheryl Fiske (Teacher)

Nancy Dionisio (Occupational Therapist, Dept. Of Special Services)

Michael Riley (Teacher)

Alison Brehm (Teacher)

Jaclyn Vincent (Teacher)

Ronald Zieser (Teacher)

Jennifer McCartney (Teacher)

Donna Cassidy Turner (Teacher)

Rachelle Moorman (Parent)

Sarah Norman (Teacher)

Adam Raffaele (Teacher)

Don Erdman (Teacher)

Mary D Beasley (Parent)

Tammi Hussey (Parent)

Sabrina Styler (Parent)

Kamira Dixon (Parent)

Janette Tramuta (Teacher)

Cynthia Carhart (Teacher)

Paula Andrade (Parent)

Christina Devlin (Parent)

Jackie Mittelhammer (Parent)

Survey Results

Parents were surveyed on July 8, 2020 for interest regarding a virtual learning school for students. 3,324 parents replied, with 69.2% (2,300) of the parents interested in their child(ren) attending school virtually.
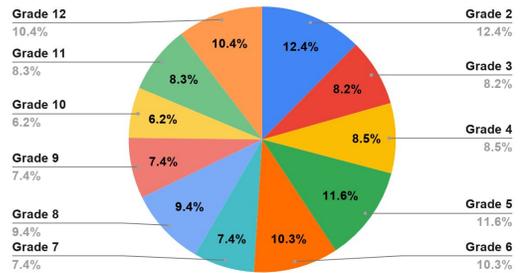
Would you be interested in having your child attend a virtual learning school for students if made available?
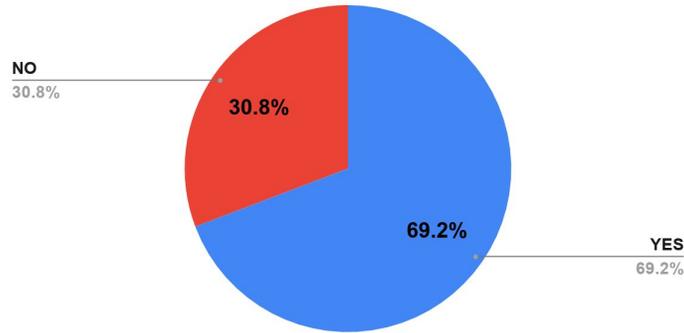
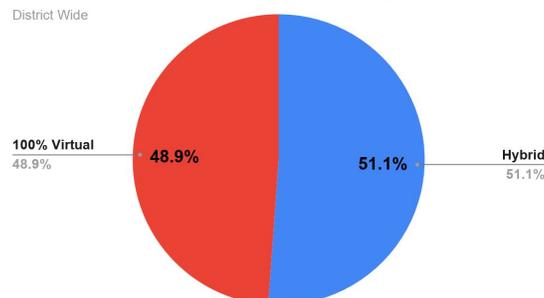**Interested in Virtual Learning School (by grade)**
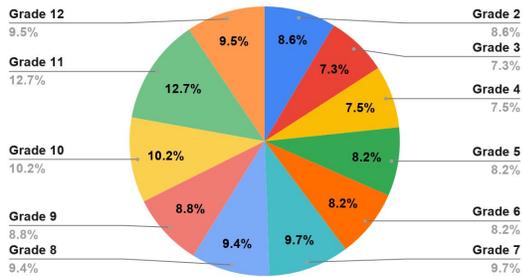
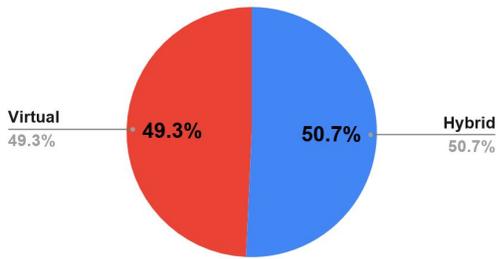**Not interested in Virtual Learning School (by grade)**

On July 27, 2020, parents were asked to complete a Request Form regarding their choice for either 100% Virtual and Hybrid (mix of 2 days In-person & 3 days 100% virtual) Learning Environment.

District Wide, 2,274 parents replied (as of 8/2/2020).

100% Virtual vs Hybrid Learning Request

High School

Virtual
49.3%

49.3%   **50.7%**

Hybrid
50.7%

Middle School

Virtual
53.2%

53.2%   **46.8%**

Hybrid
46.8%

Elementary

Virtual
50.2%

50.2%   **49.8%**
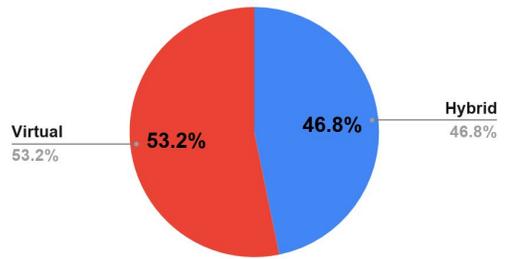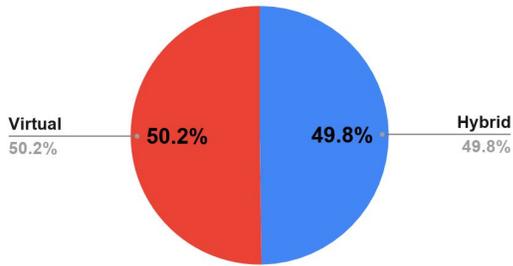
Hybrid
49.8%

Staff Results

*results estimated

Hybrid Learning
45.0%

45%   **55%**
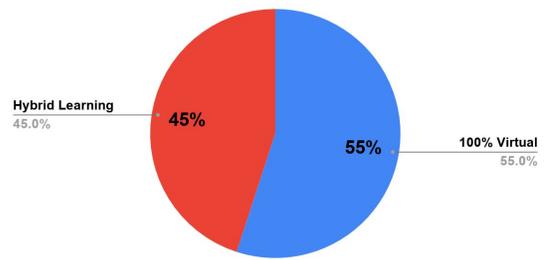
100% Virtual
55.0%

Categorized Results:

Special Education Students

100% Virtual
44.9%

44.9%   **55.1%**
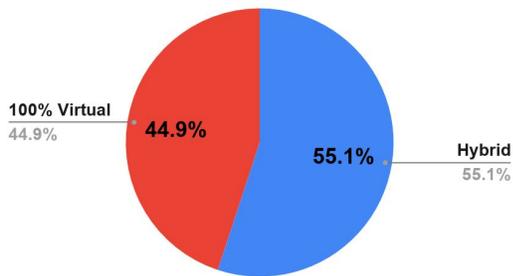
Hybrid
55.1%

Economically Disadvantaged

100% Virtual
50.6%

50.6%   **49.4%**
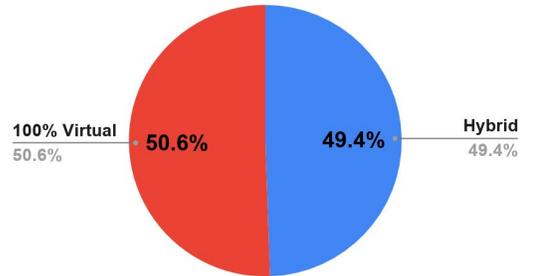
Hybrid
49.4%

English Language Learners

100% Virtual
48.1%

48.1%   **51.9%**

Hybrid
51.9%

10
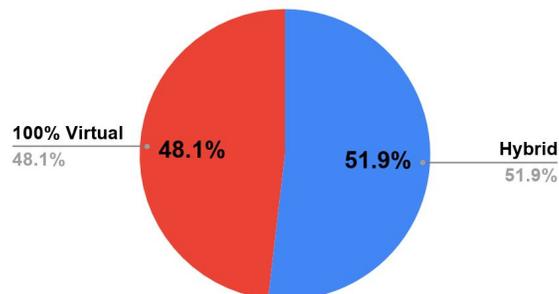
100% Virtual and Hybrid Results by Ethnic Background

100% Virtual Learning

Multi Race
2.4%
Asian
11.9%

Hispanic
23.4%

White
20.7%

Black
40.1%

40.1%

23.4%

20.7%

Hybrid Learning

Multi Race
3.1%
Asian
7.2%
Hispanic
22.5%

White
28.9%

Black
37.3%

37.3%

22.5%

28.9%
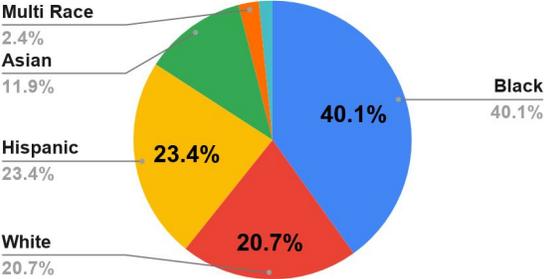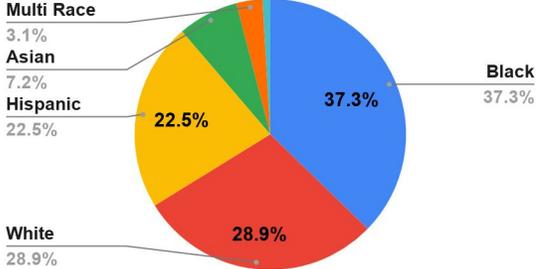
On July 30, 2020 a survey was conducted to determine how many households had Internet/Wifi access, without the use of their mobile device. There were 1,206 respondents district wide.

Internet/Wi-fi Access

No
4.1%

95.9%

Yes
95.9%
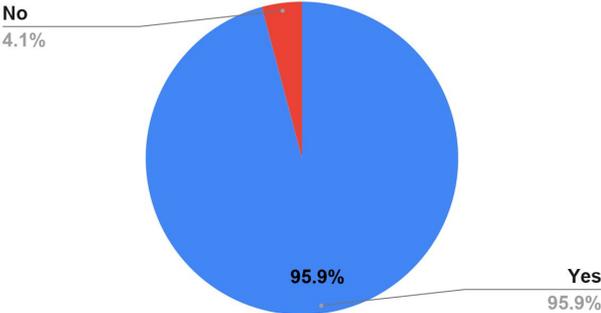
Dear Parents & Families,

The COVID-19 global pandemic has had an impact on many aspects of our education system. As we prepare for the reopening of the 2020-2021 school year, it is imperative that we as a district in collaboration with community members take approaches that consider the safety and well-being of all students, staff, families, and the community.

The district Reopening of School 2020-2021 Plan has required the collaboration among parents, teachers, district administrators, and community partners all in an effort to develop this comprehensive plan as a community and nation to move through this difficult COVID-19 pandemic. Much consideration has been given to the needs of our students, staff and families in its development.

The district is offering two educational platforms: 100% Full-time Virtual and Hybrid (mix of in-person & 100% virtual) Learning. On Friday, July 24, Governor Murphy announced that all families must be offered a full-time virtual program as an option for September 2020. Additionally, all New Jersey school districts are mandated to offer some form of in-person instruction. Attention has been given to the Academics, Social and Emotional Learning/Academic Development, and Sanitation, Safety, & Wellness for students, staff and their families. Dramatic changes in our nation has impacted how our "New Normal" for educating our students will look. With all of the changes that are occurring, we stand ready to support the needs of our students, staff, and families as they arise. The district is currently collaborating with the town YMCA and the Boys & Girls Club to accommodate families who may need a Safe Virtual Learning Space/Child Care to support the family as parents return to the workforce (*Note: Detailed information from our community providers will be forthcoming).*

This plan for the reopening of the Township of Union Public Schools began in early May. This has included the formation of multiple committees with collaboration between district administrators, staff, families, and community partners who met virtually through Zoom meetings to create this comprehensive Reopening Plan. All procedures were developed consistent with the Center for Disease Control (CDC) regulations in consultation with the Township of Union Health Department.

In closing, kindly be advised that this plan is subject to changes, based upon executive orders by the governor's office and revised CDC regulations. On Friday, August 28, 2020 parents and families will receive a Welcome Back Letter from your child(ren)'s building principal. We hope that the information contained here will answer many of your questions as we now begin the process of scheduling our students for our September opening.

Sincerely,

Gregory A. Tatum

Superintendent of Schools

Educational Redesign/Academic Plan

The 2020-2021 school year will open with 100% Full-time Virtual Classroom and with a Hybrid (mix of in-person and virtual: 2 days in-person 3 days virtual) Classroom.

The Virtual Classroom will provide an experience similar to the physical classroom. Teachers will use pedagogical approaches and redesign instructional models which will include: virtual classroom interaction, collaborative learning, student centered instruction, variety of content presentation and learning activities, psychologically safe environment, positive and constructive feedback, and explicitly teaching and assessing 21st century skills in a virtual setting.

The Hybrid will provide the experience for students to be face-to-face with a teacher for 2 days of the week. This will be based on an A/B schedule. Students and teachers will be present in brick and mortar either on Monday & Tuesday OR Thursday & Friday (pending on A/B building schedule). Three days of the week students and teachers will experience virtual learning (either Monday, Tuesday, Wednesday OR Wednesday, Thursday, or Friday pending on A/B building schedule). This will enable students to receive classroom instruction in-person part-time and virtual instruction from home.

As per Governor Phil Murphy, families have the option to opt-out of in school classroom instruction for their children and receive 100% full-time virtual instruction. If there is a need for transition from In-Person/Hybrid Learning to 100% Full-Time Virtual Learning it can only take place at the end of the first marking period (November 12, 2020) and at the end of the second marking period (January 28, 2021). However, if the data shows the student failing in the In-Person/Hybrid Learning Environment a parent and teacher conference must be held to determine if the student must transition to 100% Full-Time Virtual Learning. The teacher(s) and parent(s) will follow the procedures and best practices for Intervention & Referral Services (I&RS) to transition the student. For students with IEPs, individual students' needs will be determined by the IEP teams in collaboration with parents/families.

Please note: Governor Murphy indicated he's ready to pull the plug on the Garden State's reopening plans if there are too many "flare-ups" of the virus. That would mean shifting New Jersey's schools to all virtual learning,

100% Full-Time Virtual Learning

Students and teachers will engage in learning using their technology device. This will require students to engage with their teacher(s) and peers for the same period of time as the brick and mortar school day. Based on students' needs, modifications will be provided for students with an IEP or 504 to support their academic needs. The IEP teams or 504 teams will determine any additional programs, supports and or services to address individual students' needs. All students will be provided with a weekly or monthly learning schedule.

Hybrid (in-person and 100% virtual) Learning

Students and teachers will physically engage in learning for two days in-person in the physical classroom, and they will also use technology devices to support the in-person teaching and learning. For three days students and teachers will engage in 100% full-time virtual learning. This will require students to engage with their teacher(s) and peers for the same period of time as the brick and mortar school day (per the schedule). Based on students' needs, modifications will be provided for students with an IEP or 504 to support their academic needs. The IEP teams or 504 teams will determine any additional programs, supports and or services to address individual students' needs. All students will be provided with a weekly or monthly learning schedule.

Technology

To address the digital divide, the district conducted a survey prior to school closure March 13, 2020 to identify the need for devices and connectivity. Students identifying a need for a device were distributed a technology device and free connectivity was made accessible to students. For the school year 2020-2021 all students in grades kindergarten thru twelfth grade will be provided with a technology device.
Technical assistance will be available through our Help Desk at 908-851-6555. We are following guidelines from the Center for Disease Control, and the Union County Health Department on how to safely reopen our schools. Information about device pick-up will be forthcoming.

English Language Learners

ESL teachers and classroom teachers will continue to implement instructional strategies to address the academic and language needs of ELL students. In addition, supervisors, building principals and teachers will continue to partner with families to provide resources and tools to ensure the academic success of ELL students.
  ● ESL teachers will meet with students in-person and/or virtually using online district's tools/platforms for synchronous and asynchronous learning
  ● ESL teachers will plan tailored lessons to meet the needs of English Language Learners.
Teachers will work to make the curriculum content comprehensible to students. They will focus on helping students develop in the areas of Listening, Speaking, Reading and Writing with specific focus placed on developing speaking skills.
The district's website will continue to offer parents information on school reopening and resources/tools to support students at home. Information on the webpage is made available in multiple languages by using the translation icon.

Special Education

Appropriate educational programs and related services will be provided for students with disabilities. Teachers, support staff, and IEP teams will work with families to collaboratively identify the services for students. The special education department will provide training, resources, and tools to support IEP teams in determining the needed services for all students.

Special education services for students will occur 100% virtually or hybrid based on collaboration with families and as per the students' IEP. General education/special education teachers and related service providers will work with families to discuss students' individual needs and access to the curriculum and progress toward IEP goals. General education and special education teachers will meet with students virtually and/or in-person/hybrid using the online district tools/platforms for synchronous and asynchronous learning. Teachers will plan tailored lessons to meet the needs of students.

The special education department will work with families to determine the most practical format to conduct IEP meetings. The case managers and IEP team members will continue to contact parents and monitor special education services to determine progress toward a student's IEP goals.

Preschool

Preschool will follow the scheduling adopted by the district for virtual and hybrid learning.
In addition, preschool will follow the safety and sanitation guidelines.

Preschool Hybrid Learning: Two Days In-Person Instruction and Three Days Virtual Learning
1. Preschool class size will remain at 15 children enrolled per class.
2. Face masks are required for all staff. Students must wear face masks when social distancing cannot be maintained unless napping or eating.
3. Instruction and activities will be implemented through small groups (i.e. Morning Meeting, read alouds) throughout the school day to continue to meet CDC guidelines.
4. Teachers and teacher assistants will establish frequent cleaning and sanitizing procedures throughout the classroom consistent with CDC guidelines.
5. Preschool will continue to implement developmentally appropriate practices utilizing Creative Curriculum in alignment with NJ Preschool Teaching and Learning Standards.
6. SEL support will be implemented through the Pyramid Model.
7. *Choice Time/ Interest Area:*
    a. To maintain sanitation between usage, Choice Time will be reduced to 2 rotations. Interest area sizes will be reduced to 2-3 children. Sanitation of stations in between usage.
    b. Any items or toys that are unable to be sanitized will not be utilized until further notice in the classroom i.e. sand/ water table, stuffed animals, etc.
    c. For health concerns the Sand and Water Table will be closed.
    d. Students will have individualized baskets of materials to be cleaned/sanitized daily to limit sharing of supplies.
    e. The Block Area will be individualized with each student receiving a tray of blocks to build with.
    f. Limited numbers of books will be displayed in the Library Area and wiped down frequently.
    g. iPad devices will be sanitized in between use amongst the children.

8. *Gross Motor Time:*
   a. Students may remove masks during gross motor activities if social distancing is able to be maintained.
   b. Cleaning and disinfecting in between the use of outdoor materials will be followed between each group.
   c. One class per outdoor area.
   d. Individual equipment for students of each class.
   e. The number of students engaged in group play will be limited to adhere to social distancing guidelines.
   f. Hands will be washed/sanitized immediately after activities.
9. *Meal Time:*
   a. Family style meals are not allowable at this time.
   b. Staggered meal time will be followed.
   c. If social distancing is unable to be maintained, tables will be turned to face the same direction and students will sit on one side of the table for mealtime.
10. *Nap Time Procedures:*
    a. Masks are not to be worn during naptime.
    b. Cots must be at least 6 feet apart within the classroom. If teachers can't have 6 feet of separation, partitions such as furniture can be used in between children.
    c. Cots will be placed with head to toe placement.
    d. Staggered nap times will be permissible (morning/afternoon).
    e. Bedding will be laundered weekly by families (families can laundry more frequently).

Preschool Virtual Learning: Five Days Virtual Learning
1. Students will be provided with at-home materials to support virtual learning.
2. Teachers and students will use the district's approved learning tools/platforms for daily virtual meetings.
3. In alignment with developmentally appropriate practices, preschool students will have up to 1 hour of technology per day (as per the preschool guidelines).
4. Teachers will provide students with developmentally appropriate activities for preschool students. Students will complete activities with their parents/families that support the building of the given skills (i.e. sorting/patterning).

Social and Emotional Learning

A component of the New Jersey Department of Education's proposal for the return to school, included essential social and emotional learning components. The district is focused on the well-being of all students, staff, and families. These unprecedented times require changes on how instruction will be delivered to support all students' social and emotional learning needs. The following strategies will be practiced for school year 2020-2021:

- Morning or Afternoon meetings prior to the start of lesson activities to facilitate opportunities for students to connect and reflect.
- Meditation and Mindfulness exercises, when possible.
- Integrated Social and Emotional classroom lessons (shared ideas for the counseling department).
- Daily check-ins by school social workers and school counselors.
- Individual and Group counseling sessions facilitated by school counselors.
- Counseling and mental health resources provided to families, as needed.
- Professional development for staff on topics such as grief and loss, depression, anxiety, motivation techniques, social and emotional curriculum, and promoting mental wellness.
- Teachers prepare and plan a series of student academies that will provide a platform for students to share their experiences; thus providing support staff with the opportunity to respond appropriately.
- Each school will work on creating a Zen Den/Reset Room/Mindfulness space for students who are dealing with overwhelming emotion in the moment, and need the opportunity to decompress. The idea is to provide a safe space for students who need time to regroup.There will be follow up from a school counselor to every student who visits the room, to ensure that students feel supported and are safe.

Academic, Social and Behavior Supports

Multi-tiered Support Systems - All schools will provide the following support systems for students' academic development and social growth: RTI, I&RS, PBSIS, Counseling Support Services; as well as universal screenings if needed.

To support all students' academic, social, emotional, and behaviors, teachers will use positive dialogue starters to elicit students' responses and provide appropriate dialogue to support and engage students in the process of learning content and class discussions (identify students in need and provide support).

- Developmental expectations: Language abilities of students based on age, Non-verbal communication (drawing versus writing)
- Engage trusted staff in the school community as per students and families request to support students' social and emotional needs.
- Build capacity of staff to recognize students' needs, and seek support for them (professional development training).

Provide for the social, behavioral, emotional, and mental health needs of the students and families in the community. This will include flexibility to accommodate the needs and different circumstances of families and students.

Developmental Needs

The Intervention Committee is convened for students identified as potentially at risk of harm to self or others. Parents/Families are immediately notified of any concerns. The district Sucide and Prevention and Crisis Intervention policy will remain the same for the school year 2020-2021. The following teams are in operation in every school to support students, teachers, and families:

- School Safety Team
- PBSIS Team
- SCIP Team

Restorative Practice: Restorative justice in schools will be practiced. Building administrators will continue to receive professional development training. The goal is to build and maintain positive and respectful relationships within the entire school community. This is a district-wide initiative to enhance communication throughout the schools, and to establish a pro-social school environment during these unprecedented times.

Family Engagement/Resources

Parent Academy Series - The kick off was Thursday, July 23, 2020 and these events will continue throughout the school year 2020-2021. These series are designed to address any concerns that the community has and to provide resources for our students and their families.

- Data based decision making - Surveys and questionnaires, as well as feedback from stakeholders will continue to provide data to the committee that can be used to create programs and systems to move the district forward
- Wraparound supports - The district recognizes the need to provide ongoing support for our families both inside and outside of school. We will continue to establish partnerships with a variety of agencies to work collaboratively in support of our families. To promote family engagement, our Parent Academy and roundtable discussions, including those conducted with students, will help to promote important dialogues in support of our families.
- This school year 2020-2021, a library of webinars for educators, families and students to access will be created to include a variety of instructional, mental health and social justice topics. This may be expanded to invite parents to submit clips of the experiences of students during Covid-19 to help guide practices.

Mental health supports

Counselors are preparing for students' return to school with a variety of wellness initiatives and mindfulness programs to support initiatives already in place within our schools. We recognize the importance of relationships and safe spaces for our students and staff. School year 2020-2021, procedures will be implemented for students to access services without undue attention to self. Check-ins for students identified at higher levels of risk; proactive efforts by all staff to identify students in need of intervention. The Intervention Committee is convened for students identified as potentially at risk of harm to self or others. Parents are immediately notified of any concerns. Levels of risk are assessed, and if a student is found in need, mental health clearance is required for re-entry to school.

Food Service

The distribution of students' meals for virtual and hybrid learners will be delivered by Pomptonian Food Services personnel. Every school in the district will have a full day lunch program. Principals are currently working in collaboration with Pomptonian Food Service managers to implement a schedule that will meet the needs of the students and staff in their building.

Students and staff will follow the guidelines of CDC 6ft. social distancing. Pomptonian Food Service personnel will wear masks and gloves during food preparations and serving of food to students and staff. Chairs will be wiped in between each use and there will be constant cleaning and disinfecting of kitchen surfaces, tables.

- Breakfast: Students will obtain breakfast by following the instructions of the building Principal and food service manager (detailed information will be provided by district food service and building principals).
- Lunch: Students will obtain lunch by following the instructions of the building Principal and food service manager (detailed information will be provided by district food service and building principals).

More information about the school food service is forthcoming from Pomptonian Food Service and your child's school.

Grading

The district's grading practices will remain the same in the 2020-2021 school year. The marking period calendar will be published on the district's website and shared with families. Families continue to receive progress information/reports and report cards. High school students' credits and grades will be reported on student transcripts.

Attendance

The district's attendance policy remains the same in the 2020-2021 school year. Whether choosing Hybrid or Virtual learning, students are expected to attend class each day that school is in session. During virtual or hybrid learning, classroom attendance will be marked by the teachers. Parents must notify the teacher or principal if their child is unable to attend or participate in the lessons/assignments on any given day. Your child's school attendance office staff (UHS), the school nursing staff (Pre-K-5), and attendance staff (6-8) will continue to check on students' attendance and collaborate with parents/families and school staffing to provide support if needed.

Assessments

When we return to school year 2020-2021 academic assessments and students' progress monitoring will be in place. The purpose is to support the identification of students (RTI, ELL,

G&T, 504, IEP) and to also identify students who are accelerating and may require a more advanced program.

Students' learning will be monitored through the use of content assessments, which are used primarily as a means of improving teaching and learning. The results will be shared with students and families on an on-going basis. Students who may be experiencing social, emotional, behavioral, and mental health challenges will receive support from the counseling department and/or nursing department.

High School

The high school will follow an A/B Virtual and Hybrid Learning schedule. The building principal and vice principals will work in collaboration with Mrs. Ahern, School Counseling, Supervisors, Teachers, and with Ms. Hart, Director of Data and Reporting to schedule students for Virtual and Hybrid Learning classes. A schedule will be provided for families and students.
- Group A - Groups designed by building principal and vice principals
- Group B - Groups designed by building principal and vice principals
- CDC guidelines will be implemented for the safety and well being of all students and staff (see sanitation, safety and wellness section)

Detailed information about your child's learning schedule will be provided by your child's principal.

Middle School

The middle schools will follow an A/B Virtual and Hybrid Learning schedule. The building principal and vice principals will work in collaboration with the school counseling department, supervisors, teachers, and with Ms. Hart, Director of Data and Reporting, to schedule students for Virtual and Hybrid Learning classes. A schedule will be provided for families and students.
- Group A - Groups designed by building principal and vice principals
- Group B - Groups designed by building principal and vice principals
- CDC guidelines will be implemented for the safety and well being of all students and staff (see sanitation, safety and wellness section)

Detailed information about your child's learning schedule will be provided by your child's principal.

Elementary School

The elementary schools will follow an A/B Virtual and Hybrid Learning schedule. The building principals will work in collaboration with teachers to schedule students for Virtual and Hybrid Learning classes. A schedule will be provided for families and students.
- Group A - Groups designed by building principal
- Group B - Groups designed by building principal
- CDC guidelines will be implemented for the safety and well being of all students and

staff (see sanitation, safety and wellness section)

Detailed information about your child's learning schedule will be provided by your child's principal.

Extended School Day Learning

The district's goal is to prevent learning loss by moving learning to extended days for students who need the support (data driven). The district is confident that the teachers will provide high quality instruction via virtual and hybrid, but we also understand that some students will require additional support. The district will utilize the most qualified teachers and support staff to support student learning by grade level content. The district will use the following strategy:

- Virtual After School Programs: Grades 2-12

Classroom Trip Experiences

Students will experience virtual field trips, whenever possible *(detailed information in the Sanitation, Safety, and Wellness section)*.

CARING

As our nation continues to push through the COVID-19 pandemic with all the uncertainties, the district will continue to focus on the following goals:

- Health and Safety - For all students, families, and staff, members
- Learning - Maintain the integrity of instruction and programs and ensure equitable access for diverse learners.
- Social and Emotional Learning: Academic Development - Provide resources and support (RTI, I&RS, PBSIS, and counseling support services) and access to grade-level learning opportunities for all students.
- Communication - Engage parents/families, students, staff, and all vested stakeholders in relevant conversations.

The district has established the following instructional framework for 100% Full-Time Virtual and Hybrid (mix of in-person and virtual) Learning for families and students attending the Township of Union Public Schools.

100% Full-time Virtual and Hybrid (In-Person and 100% Virtual) Learning

Teaching in a 100% Full-time Virtual learning classroom and in a Hybrid (mix of in-person and 100% virtual) learning classroom should feel as natural as teaching in any physical classroom space five days a week.

Best practices in a Full-time Virtual and Hybrid classroom will include the following:
- Focus
- Activation
- Mini-lessons
- Guided learning
- Individualized Instruction
- Extension and Assessment

These essential elements are important in the physical classroom and they are equally important in the Full-time Virtual and Hybrid classroom.

- Teachers will provide students and parents/families with a monthly schedule, structure is very important! Virtual learning will happen in real time and will provide students with an experience very close to traditional face-to-face teaching.
- The Full-time Virtual classroom and In-person & Virtual classroom is a shared online learning space where the students and teacher work together simultaneously. The interactions take place through the use of common learning tools and platforms approved by the District's IT Educational Department to support teacher instruction and learning activities.
- Teachers have the important role of guiding the learning process and supporting the class or group activities and discussions.
- Teachers will create meaningful lesson activities for student engagement. Tasks that simply ask one way input does not engage students, nor do they ask students to go deeper in their thinking and understanding. Meaningful and complex tasks provide opportunities for all students to flex important muscles such as creativity and critical thinking skills.
- Teachers engage students in their immediate surroundings of whom or what is being impacted most (real world discussions and events). They provide opportunities for relevant project-based learning activities (PBL). This is one way teachers can provide students the opportunity to engage in meaningful learning tasks.
- Teachers will use 21st Century skills and technology tools/resources. Virtual learning and Hybrid learning requires teachers to leverage technology like never before. Technology is used intentionally and strategically as a tool to build all students' skills, not as a tool just to drive instruction.

The most common learning tools/platforms students, parents/families can expect to find in the Virtual and Hybrid classrooms are:

- GSuite
    - Classroom
    - Meet
    - Docs, Sheets, Slides
    - Forms
    - YouTube
- Nearpod
- Newsela
- GoGuardian
- Loom
- Zoom

As mentioned, teaching and learning in a Virtual and Hybrid classroom provides an experience similar to the physical classroom. Synchronous and Asynchronous learning happens in real time. However, it requires new pedagogical approaches and a redesign of the instructional model which includes:

- **Virtual and Hybrid classroom interaction** - Create a positive learning environment and help the students' achieve the expected outcomes. There must be opportunity for students to have frequent interaction between classmates and teacher; as well as the student learner and the instructional content. Encourage students to participate every 3-5 minutes. This can be achieved through a variety of activities (Creativity-brainstorming, digital design, Oral Communication-group discussions, collaborative and/or individual PBL tasks, Q&A sessions, oral presentations, interviews with experts/people connecting content taught, etc.).
- **Collaborative learning** - Students working together to achieve a common goal, exchange views, clarify the meaning of concepts, or solve a problem together. This creates opportunities for cooperation in skill development. This approach is also associated with an active process of collective constructive knowledge, using the group as a source of information, a motivational agent, and as a means of mutual support.
- **Student centered instruction** - The classical teaching approach which the focus is on the content and the students must work independently with little opportunity for collaboration (virtual teaching; Written Communication-Google docs, written feedbacks, research, assessment- formative & summative, etc). The students and the teacher interact equally (active participation, collaborative work, and communication are practiced in this space). The teacher creates opportunities for "Both" independent learning and students learning from one another...guiding the students in developing and practicing the skills they need. This approach increases the motivation level of the students, as well as their interest in learning activities.
- **Variety of content presentation and learning activities** - This approach is related to differentiated learning instruction (Tiered Instruction). This approach takes into consideration the differences in the needs, levels, and learning styles of all students.

Personalized learning for individual success (IEPs, ESL, G&T). Use various sources to present the content - text, images, diagrams, audio, video, etc. as this can greatly improve the students' learning process -tailoring to the various needs and preferences of the students (switch between individual work, small group collaboration, and class discussions that address specific learning preferences of all the students).

- **Psychologically safe environment** - Leads to better learning outcomes. The teachers have a crucial role here. Teachers need to encourage safe discussions, mutual respect, equal opportunities to participate, and the free sharing of view points. Teachers can enhance the psychological safety of students by adding options for self-directed learning, as well as by communicating more frequently with every student through various communication tools.

- <u>**Positive and constructive feedback**</u> - The virtual classroom allows for immediate feedback and communication between teacher and students. The key role of the teacher during this process is to create an atmosphere of positive feedback by guiding the students' interaction. Feedback acknowledges the positive aspects of the students' learning performance, and it gives them valuable comments and recommendations for improvement, which benefits the education and the progress of students. Teachers must assist students virtually to overcome their mistakes without the feelings of negativity. Thus, foster confidence and inspire all students to achieve their full potential.

- **Explicitly teach and assess the skills** - Skills must be explicitly taught. They must be scaffolded and assessed with the same commitment as standards-based content.

- **21st Century skills in a virtual classroom**
  1. Blended Learning - model and practice skills in a given context. Prior to asking students to embody these skills, teachers should pre-record a video of themselves for students to watch as a class or small group. 2. Students will analyze models and apply observation to work/assignment, 3. Students will reflect frequently throughout their work - using rubrics, to determine if they have met the goal. 4. Teachers will provide feedback - responding to students' individual growth and progress on a project or unit work, thereby providing all students the opportunity to apply feedback for continued learning and developing skills.

The district acknowledges that professional development is key to teachers' professional growth and positive student outcomes. Teachers and support staff have volunteered to participate in professional development learning this summer (summer 2020) to support the educational models of Full-time Virtual and Hybrid learning. Continuous professional development to support Virtual and Hybrid educational instruction will be provided for teachers and support staff throughout the school year 2020-2021.

So, what does a Virtual and Hybrid Classroom Look Like?

It's a place where the teachers are facilitators and students are "actively engaged and interacting with one another". Students are comfortable and safe and they are challenged to learn. In the Virtual and Hybrid classroom, relationships are formed and no one is judged.

Virtual and Hybrid Classroom Management

- Teachers will create well-structured lessons and provide students and families with a schedule to help with time management in the Virtual and Hybrid classroom: Younger students have short attention span...teachers may include breaks and use games to keep them focused
- Teachers will set rules and expectations ahead of time and inform students and parents/families (discipline, participation, the study process, deadlines, explain the reward system, etc.).
- Teachers will present students with their duties and responsibilities during the learning and teaching, and walk students through the structured routines they expect students to follow for completing lesson activities.
- Teachers will allow students to be a part of the teaching and learning process.
- Teachers and students will use polite and respectful language and eye contact. Teachers will explain what is acceptable and what is absolutely unacceptable in the Virtual and Hybrid classroom.
- Teachers and students will have "No distractions": All phones muted, and all students should put toys away during the lessons.
- Teachers will explain to students how to raise their hands and take turns speaking in the Virtual and Hybrid classroom environment.
- Teachers will require students to ask questions, answer questions, and participate in discussions without interrupting. Teachers will manage all students digitally.
- Teachers will set the example of behaviors that they expect from all students. Teachers will lead by example.
- Teachers and students will follow the established norms in terms of dress code, polite language, no distractions, etc. If not followed, this can lead to discipline issues.

Establish The Virtual and Hybrid Classroom Routine

- Parents/families will help support students so they feel confident and comfortable during the learning process. Teachers will establish the procedures.
- Teachers will partner with parents/ families to guide students toward following the norms and the lesson structure established at the beginning of class (for example, if teachers prefer to start the class each day with checking homework or the Question of the Day, students will do this step every time (should be noted on students' weekly/monthly schedule). Following an established routine will support students in the Virtual and Hybrid classroom management process.
- Teachers will deal with the discipline issues in the Virtual and Hybrid classroom immediately and without any exceptions.
- Teachers will work in partnership with parents/families and with building administrators to handle situations requiring their support.
- Teachers will work collaboratively with the grade level supervisors to support them with curriculum, teaching practices, and resources.

- Teachers and parents/families will work together to support students in need of guidance (when rules are broken).
- The building administrators will notify parents/families regarding the course of action that will be taken for student's misconduct (Code of Conduct).
- Teachers will encourage students' questioning. Teachers will meet students where they are academically, socially, and emotionally.
- Teachers and parents/families will partner to ensure students' participation in the lesson discussion/activities (encourage students to ask questions and to answer each other's questions (fellow students and teacher).
- Teachers will engage students in various teamwork projects and divide the students into groups to meet success working in different breakout rooms (teacher will manage and observe the breakout rooms).
- Teachers are to be friendly but firm. Create a delightful and friendly atmosphere in your virtual classroom with fresh content and interesting learning activities. Be easy going and open minded, but be firm and make sure that everyone follows the established rules and routines. Parents/families support teachers.
- Teachers in partnership with parents/families will praise students along the learning curve. Work together to explore different ways to praise the student when they are making progress (ex: younger students - badges, cartoons, songs, etc.; older students - appoint them as leaders, announce daily achievers, etc.).

All Hands on Deck: Teachers are expected to be confident and positive

- Teachers will teach with confidence and the students will feel confident.
- Teachers will prepare lessons and activities to ensure all student engagement.
- Teachers will teach what is relevant in society/current events.
- Teachers will take time to research different discipline issues or other problems that might occur in your virtual classroom.
- Teachers will share best practices during PLC and/or at staff meetings (Wednesdays) with fellow colleagues, and district administrators.
- Teachers will partner with colleagues, support staff, parents, supervisors, vice principals, principals, and district directors to support student instruction throughout the school year.

Sanitation, Safety and Wellness Plan

Cleaning/Sanitation-Maintenance Plan

A. General Sanitation Practice
Follow CDC Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes:

https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html

Consistently clean and disinfect surfaces and objects that are frequently touched. This will include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Clean with the cleaners typically used.

Playground equipment will be cleaned between groups.
● All cleaning products will be used according to the directions on the label.

B. Cleaning/Sanitation of Areas with Suspected/Confirmed COVID-19 Disease
Follow Recommendations for U.S. Community Facilities with Suspected/Confirmed Coronavirus Disease 2019 (COVID-19)

https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html

1. Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
2. Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

PPE Expectation

● School staff are required to wear face coverings unless doing so would inhibit the individual's health, documentation is required.
● Students are required to wear face coverings unless doing so would inhibit the student's health, documentation required. Accommodations for students who are unable to wear a face covering should be addressed and in accordance with all applicable laws and regulations. (*Consistent with CDC guidelines)*
● Visitors will wear face coverings unless doing so would inhibit the visitor's health or they are under the age of two.

Online Screening-Risk Assessment Questionnaire and Temperature Check

A. The questionnaire will be similar to the CDC's Coronavirus Self-Checker:

https://www.cdc.gov/coronavirus/2019-ncov/testing/index.html

- A fever of 100° F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Temperatures will be taken according to CDC Guidance
- https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html

B. Students/Staff/Visitors must complete the questionnaire and have their temperature taken prior to entering the building or boarding the school bus. The tool will identify an individual by their student ID number, staff ID number or by name for visitors and record the time and date it was taken.
1. Staff will complete the questionnaire and take temperature prior to entering the building. This tool can be used as a daily sign in for staff. There will be a check off that the information is true.
2. Parents/families will complete the questionnaire and take the student's temperature before sending them to school. Parents/families will sign a statement that should their child become sick while in school a parent(s) or designee will pick up the child within 30 minutes. There will be a check off that the information is true.
3. Visitors will complete a paper questionnaire including date and time and sign off that the information is true.
4. Students and staff who do not have a form completed will be "flagged" for failure to complete the questionnaire and temperature taking prior to entering the school building or boarding the school bus.
   a. Their temperature will be taken by the building greeter or principal designee.
5. Any person answering "Yes" to the questions or having a temperature equal to or greater than 100.4 will be instructed to stay home and call the school nurse (ES students) or the attendance office (MS/HS students).
6. Any visitor refusing to complete the questionnaire will not be allowed to enter the building.

7. Principal will designate staff to take temperatures and questionnaires.

Contact Tracing

Contact tracing is the process used to identify persons who have come into contact with someone who has tested positive for COVID-19.

A. District Wide Contact Tracer- Linda Ionta
- Compiles and communicates COVID-19 related illness and exposure to the Union Department of Health.
- School Nurse (ES) will and attendance/Staff (MS/HS) will: Report to Mrs. Ionta any COVID-19 related issues and ask COVID-19 specific questions about absence of students from school
- All nurses will be provided with a script (to ensure questions are asked respectfully and ensure parent/guardian that confidentiality will be maintained).

- **District Contract Tracer** will be provided with the following information when collaborating with the Health Department
    - Identity of person
    - Date the person with COVID-19 was last in the building(s) and what type(s) of interactions the person may have had with other people, how long their interactions were with other people in each building, and if other persons in the buildings have developed symptoms.

Special Accommodations for Students with Acute or Chronic Health Conditions

- Parent/Guardian whose child has a chronic illness may opt to have virtual learning only.
- Medically fragile students with Individualized Education Programs (IEPs) may require changes to their IEPs. Other students in need of special accommodations may require a 504 Plan (should be consistent with current 504 policy).

Attendance

- Students who must quarantine or isolate due to CDC guidelines (see isolation/exclusion) will be marked Excused. Documentation from a healthcare provider or notification by the local health department is required.

Isolation and Exclusion Policy

If a student or staff member is suspected of having symptoms of COVID-19 by the school nurse, they must be placed in a designated Isolation Room and sent home.

Return to School

      1. Follow CDC guidance for discontinuing Isolation and Quarantine
- [Discontinuation of Isolation for Persons with COVID -19 Not in Healthcare Settings](#)
- https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.htl

- **Confirmation of positive test results**
  1. Contact Building and Central Office Administration of the test result
  2. The Contact Tracer will confirm the Union Department of Health (UDOH) and follow their guidance regarding exclusion/isolation/quarantine.
  3. With guidance from UDOH and the Contact Tracer, the Central Office will decide how to implement the recommendations
  4. Parents/families and staff will be informed of the positive test result
  5. Those individuals who were considered in "close contact" with the individual will be contacted
  6. Other groups within the building can continue to function, with daily and vigilant screenings for illness occurring, social distancing, person and environmental hygiene measures will be strictly adhered.
  7. If suspected or confirmed cases occur in multiple groups within the building, all school activities in the building must be suspended.

Security

Visitors:
- Must wear a face mask upon entry
- Must have an appointment in order to enter the building
- Must call from their car prior to coming to the front door of the building
- Visitors will be given a disposable name tag to wear

Parent/Teacher/Guidance appointments:
- Will be conducted virtually or by phone conference as much as possible
- If an in person meeting is a necessity, an appointment must be made and communicated with security

Deliveries:
- Every effort will be made to coordinate deliveries from vendors to occur before or after school hours
- All deliveries will be made through custodial doors only
- Any out of school meal orders by staff/teachers will be picked up outside of the building

Early Dismissal/Pick-up
- Parent/families must wait outside if possible for the child to be escorted out by a staff member
- Parents/families must show ID and initial form with their own pen when picking up a student.

Nursing Plan

- Students and staff are highly encouraged to stay home if they are sick. If an individual presents to school with COVID-19 symptoms they will be sent home until CDC clearance criteria for return to school is met.
- Updated sick day rules to adhere to CDC guidance outline when students are allowed to return to school after an illness-times (extended to 72h)

Nurse Office
- Isolation room will be made available for students and staff with symptoms of COVID-19 while waiting to be picked up from school.
- Plexiglass barriers will be installed in the nurse's office
- Place hand sanitizer dispensing units will be placed at each health office entrance
- Students and staff must clean hands before entering and leaving nurse's office
- The school nurse will notify the custodian when the isolation room has been used-must be sanitized between each use.

Recess/Physical Education

- School districts will complete an inventory of outdoor spaces and mark off areas to ensure social distancing 6ft. Is followed.
- Recess will be staggered by groups and playground staff must disinfect playground equipment between uses.

Transportation

- Students and bus personnel must wear a mask will on the bus
- Use hand sanitizer before boarding the bus
- Students must have temperature taken and completed the risk assessment questionnaire prior to going to the bus stop by their parents/families (detailed information forthcoming).
- Students will follow the guidelines maintaining 6 ft. apart while waiting for the bus
- Board the bus back to front, all students riding the bus are required to wear a mask
- Siblings may sit together in the same row
- Bus personnel will be notified to take temps of students not having form filled out.
- Seats will be marked out where students may not sit.
- Buses will be sanitized with a sanitizing sprayer after the morning routes and at the end of each day.
- A staff member should be present on the bus with the driver to assist with temperature taking and to ensure safety and social distancing.
- Should a student present to the bus with a fever and the parent/family is not present to take the student home, the student will be placed on the bus 6ft. in social distancing with mask and face shield.
- Student will be last on the bus and first off the bus and placed in an isolation room upon arrival to the school building.

Athletics Plan

- http://www.twpunionschools.org/Departments--Offices/Athletics/Athletics-COVID-19-Response/index.html
- This has links to the TUPS' Athletic Plan.
- You will find any recommendation or document we are utilizing here

Field Trips and Extra-Curricular Activities

- Consider cancelling field trips, assemblies, and other large gatherings

School Closure

- The district will follow school closure recommendations from the governor's office, NJDOE/NJDOH, and the Union County Board of Health.

Note: This plan is subject to change based upon current information from the Governor's office, NJDOE, Union County Department of Health.