



**NEWARK
EDUCATORS
COMMUNITY
CHARTER
SCHOOL**

Restart and Recovery Plan

School Year 2020-2021

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Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back - Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district’s local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

This Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school’s local needs in order to ensure the school reopens safely and is prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as “anticipated minimum standards.” These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The “anticipated minimum standards” in the NJDOE Guidance are listed and have been incorporated into the school district’s locally developed Plan.

The NJDOE Guidance also provides “considerations” that may help school officials in strategizing ways to adhere to the “anticipated minimum standards”, but do not represent necessary components of the Plan. These “considerations” are not listed in the school Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan.

The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards ... that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.” Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan. This Plan assigns the responsibility for completing tasks to “school officials” which would be the Executive Director or a designee of the Executive Director.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Trustees has adopted Board Policy 1648 - Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Plan includes the school’s locally developed protocols to ensure the school reopens safely and is prepared to accommodate staff and students' unique needs during this unprecedented time.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by the Executive Order of the Governor of New Jersey and are subject to change.

NECCS RESTART AND RECOVERY PLAN

I. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As NECCS reopens, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety - Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

The Health and Safety Section of the Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan:

1. General Health and Safety Guidelines;
2. Classrooms, Testing, and Therapy Rooms;
3. Transportation;
4. Student Flow, Entry, Exit, and Common Areas;
5. Screening, PPE, and Response to Students and Staff Presenting Symptoms;
6. Contact Tracing;
7. Facilities Cleaning Practices;
8. Meals;
9. Recess/Physical Education; and
10. Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into this Plan and related protocols, as applicable.

A. Health & Safety - Standards for Establishing Safe & Healthy Conditions for Learning

Ten Critical Areas of Operation

Critical Area of Operation 1: General Health & Safety Guidelines

We will establish and maintain communication with local and State authorities to determine current mitigation levels in the community. Planning and decision making will be guided by the Centers for Disease Control and Prevention (CDC) and the Essex County Department of Health.

We will actively promote behaviors that reduce the spread of COVID-19 such as encouraging

staff and students to stay home when appropriate encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and through the placement of signs and messages in and around school buildings.

NECCS will create a process for students/families and staff to self-identify as high risk for illness due to COVID19. The Board, in conjunction with the Executive Director, will have a plan in place to address requests for alternative learning arrangements or work reassignments.

- High Risk Staff Members
 - Any staff members that identify as high risk will make administration aware asap in writing - all communication will be confidential to respect staff members' privacy.
 - Written documentation of high risk status will be submitted to administration - this communication will be kept confidential to respect staff member privacy.
 - The written documentation must be from a medical professional or the staff members' treating physician.
 - Any and all reasonable accommodations that do not place an undue burden on the school.

NECCS will evaluate all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 Plans) for accommodating students with special health care needs and update as needed to decrease their risk for exposure to COVID-19. In addition, offer remote learning for students who may be medically vulnerable or otherwise unwilling to return to in-person learning.

- Protocol for High Risk Students
 - Students who are classified as high risk due to a pre-existing medical condition will be identified using medical information provided to the school nurse by parents/guardians.

Critical Area of Operation 2: Classrooms, Testing, and Therapy Rooms; Anticipated Minimum Standards Incorporated Into the Plan

Use of Proper Social Distancing & Mandatory Mask Wearing in Instructional and Non-Instructional Rooms.

All Instructional and Non Instructional Rooms will be equipped with hand sanitizer stations for student use. Preschool classrooms will be provided with portable sinks to further facilitate handwashing.

- **Instructional Rooms:**
 - Desk positioning
 - Grades 2 - 4:
 - individual desks;
 - rows facing same direction;
 - seats labeled, assigned, and staggered to keep distance

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- PreK - Grade 1:
 - tables shared by two students with separators;
 - students seated at opposite long ends of the table.
- Layout of room
 - Teachers to organize furniture according to social distancing guidelines,
 - When setup is completed by teachers, rooms will be inspected by a supervisor or manager to ensure all guidelines are followed,
 - Cubbies & lockers will be individually labeled; and their assignments will be staggered based on rotations to allow social distancing
- Storing & Access of materials:
 - Individual plastic pencil cases (no seat sacks or open storage) to be kept on desk.
 - PreK to have individual material packs.
 - Digital resources to be used to minimize the need for physical materials that may interfere with limiting contact (teachers will train students)
 - PreK : Tools of The Mind eTools to be implemented
 - Math: Eureka Math Online Resources for practice and assessment
 - Reading: To provide a variety of reading materials NECCS has secured licenses to:
 - Reading A to Z
 - RAZ Plus
 - Vocabulary A to Z
 - Newsela
 - Epic!
 - Writing: Writing portfolios to be virtual by using Google Classroom
 - Adults to hand materials to students when needed
 - Students keep their individual materials at their desks/tables.
- **Non-Instructional Rooms:**
 - Reception and Lobby:
 - Plexiglass divider in front of reception desk
 - Social distancing signs throughout the area
 - Hand Sanitizing station
 - Feet sanitizing stations
 - All visitors to be checked for symptoms
 - All visitors will be required to wear masks

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Hallways:

- Arrows to keep movement in one direction on different sides of the hall.
- Students walking single file.
- Masks required.
- Hand sanitizing required before and after traveling between rooms

Offices:

- Nurse:
 - One patient at a time
 - Disinfect between students
 - Wear a mask while waiting
 - Spacing chairs (2 max)
 - Staff to call down before sending to avoid crowding
 - Limit visits from students for superficial reasons.
 - First aid kits for each room for minor injuries to minimize traffic
- Work spaces: We will limit gatherings to one person in small offices, and mandate the use of a larger space and/ or use a partition.

Restrooms:

- Disinfected 3 x each day- after breakfast, after lunch, and each evening
- All soap dispensers to be monitored and refilled as needed
- Hand sanitizer placed near all restrooms
- Toilet seat covers available in all restrooms
- Disinfectant spray available in all restrooms
- Eliminate use of middle sink in student bathrooms
- Each restroom is to have maximum of 2 students at a time
- Third floor hall duty will implemented

Elevators:

- Safety signs to be placed outside and inside elevator
- A maximum of 2 passengers will be allowed
- Signs will be provided to have occupants stand at opposite ends
- Use of the elevator is reserved only when needed (e.g., carrying supplies, medical reasons, etc.)
- Water fountains / water breaks:
 - Foot pedal will be installed for existing fountains to avoid touch
 - Hand sanitizer station will be placed by each, so users sanitize hands before serving water

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- Disinfectant spray will be used by adults regularly to sanitize equipment in between uses

Hand Sanitizing/Washing:

- Hand sanitizing stations in every room and common area.
- Time will be added to the daily schedule to allow for frequent handwashing
- Portable sinks to be placed in all Pre-K classrooms

Critical Area of Operation 3: Transportation

NECCS must ensure that all students are safely transported to and from school. NECCS will work closely with the Newark Public School District (NPSD) regarding policies and procedures that are critical to the health and wellness of students.

- Student Transportation
 - Transportation contractors will provide verification that the buses are cleaned between routes
 - Adequate oversight of cleaning
 - Every bus will be cleaned and disinfected after the morning runs are completed and the afternoon runs are completed
 - Cleaning and sanitizing the railings and seat buckles in between routes.
 - All riders are required to wear face coverings.
 - The bus driver is required to wear a face covering while students load and unload, and while walking on the bus and is strongly encouraged to wear a mask while driving.
- Social Distancing on School Buses

Staff will verify that students are seated at appropriate distance and are wearing their face coverings.

All parents of students receiving transportation will receive a letter informing them of all the current guidelines and expectations.

Critical Area of Operation 4: Student Flow Entry, Exit, and Common Areas

- **Entry Procedures:**

Staff

- Staff will use a designated entrance (parking lot door)
- Signs are placed outside door reminding everyone masks/ face coverings are required
- A designated staff member will monitor arrival
- Checklist for symptoms will be completed
- Temperature will be checked by designated staff member
- Staff will be checked for face covering / and provided with one if needed
- Hand sanitizing will be required

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- Shoe sanitizing will be required

Students

- Social Distancing measures, such as stanchions and signs, will be placed by all Entrances, Exits, and Common Areas
- Students will use the two front doors, each of the doors will be assigned to specific grades, and grades sharing the same door will be staggered
- Line markers will be placed outside for parents
- Parents will not be allowed past the doors
- Checklist for symptoms will be completed
- Temperature will be checked via scanners, with Nurse and designated staff to monitor
- Students will be checked for face covering / and provided with one if needed
- Hand sanitizing will be required
- Shoe sanitizing will be required

Hallways and Stairwells

- Arrows and signs will be placed along hallways to keep movement in one direction on different sides of the hall.
- Travel will take place in a single file to maintain a safe distance.
- Masks will be required at all times

Critical Area Of Operation 5: Screening, PPE, and Response to Students & Staff Presenting Symptoms

NECCS will have clear procedures that include temperature checks (currently screening for temperatures 100.4 degrees or higher) and other assurances that staff and students exhibited COVID-19 symptoms do not enter the building. All staff are required to be tested for Covid within two weeks of the start of school and present results to administration.

If a staff member has had contact with a person diagnosed with Covid they must self quarantine for 14 days regardless of test results.

- Protocol for Symptomatic Students and Staff:
 - If a student or staff is showing symptoms they are to be sent home and isolate for a minimum of 10 days
 - They must see their medical doctor and obtain a doctor's note stating it is not COVID based on the symptoms.
 - Student or staff member must have 3 consecutive days symptom free (no fever -100.4 degrees or higher, without medication for consecutive days) in order to return
 - We will wait 24 hours after a positive case is identified to start the clean up procedure
 - School administrators will establish contingency plans for closing classrooms or school buildings should a student or staff contract COVID-19.

NECCS and Community Outreach liaison will put in place a multi-faceted communication plan that ensures all staff, families, and community members are informed of closures and quarantines while respecting the staff or students' privacy. NECCS will establish contingency plans using a committee for closing classrooms or the building and develop a communication plan in case of closure.

- Protocols for Face Coverings
 - All staff and students will wear a face covering while in the building.
 - Face coverings are only to be removed during meal times and when able to socially distance when outside the building.
- Isolation Room
 - There will be one room designated as the “isolation room” if a student or staff is experiencing COVID 1-19 symptoms. This room will be equipped with necessary equipment/essential supplies as requested by our School Nurse.

Critical Area Of Operation 6: Contact Tracing

NECCS will follow the guidelines of Contact Tracing as outlined in Policy 1648 Restart and Recovery Plan.

Upon notification that a resident has tested positive for COVID-19, the local health department will call the school to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.

The school will assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts. The school will ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.

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

NECCS will allow staff, students, and families to self-report symptoms and/or suspected exposure.

All administrative staff will be trained on contact tracing through the John Hopkins University’s COVID-19 Contact Tracing courses.

Critical Area of Operation 7: Facility Cleaning Practices

NECCS will continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.

The school building will be cleaned daily, focusing on major touch entry points in common areas such as doorknobs, handles, light switches and soap dispensers. Custodial staff will disinfect using proper cleaning products with microfiber cloths to spray and wipe down objects.

Hand sanitizer stations will be placed in each classroom, office, reception, and security area.

Restrooms in each building will be stocked with soap and paper towel dispensers. Throughout the workday, the custodial staff will implement a routine of surface cleaning in the major touch point areas such as restrooms, light switches, desks, chairs, tables, etc. This will take place three times per day at a minimum.

Night custodial staff will apply the full standard cleaning of all areas to be ready for the next day.

Prior to arrival of staff and students, extensive cleaning and disinfecting will take place.

Step 1: All surfaces will be cleaned with an EPA registered product.

Step 2: Custodians will use a sanitizer or disinfectant on all surfaces to allow a labeled dwell time to occur.

This two-step process will occur during the school and at the close of the day when students and staff leave the building.

Materials and Methods of Cleaning and Disinfecting: The custodial team will be trained in the proper use of PPE when engaging in cleaning and disinfecting.

Deep cleaning

Every Wednesday, instruction will be 100% remote to allow custodial staff to conduct a deep cleaning of all facilities.

Critical Area of Operation 8: Meals

- Protocols for Serving Meals During In-Person Days
 - Individual brown bags will be prepared for each class, and inside will be pre-packaged bag for each child
 - Stickers will be placed on the bags to identify meals with dietary restrictions
 - A schedule will be followed to serve meals for each grade level
- Serving:
 - Insulated bag left outside room.
 - Teacher / AT takes each bag out and gives it to students.
 - Once the bag is empty it will be placed in an empty area outside the room.
 - Each room will be given a checklist for breakfast and lunch.
 - Gloves to be used.
- Protocols for Distributing Meals During Remote Days
 - Cold meals in brown bags will be prepared
 - A head count of families wanting additional meals will be taken
 - confirm at the beginning for MP
 - Provide additional meals for students to take home with them on Monday & Thursday:
 - Monday they bring home lunch for Tues. and Wed.

- Thursday they get food for Friday

Critical Area of Operation 9: Recess/Physical Education

NECCS will continue to reassure our school community that the plans in place for recess during the school year will keep a laser focus on safeguarding the health and welfare of our students and staff while striving for students to continue to develop socially and emotionally.

- No more than two classes at a time will be allowed to occupy the outdoor space to participate in recess and there will be at least 6 feet of open space between the two classes.
- Cones will be used to create boundaries between the two classes.
- Direct contact with equipment will be limited or fully eliminated. If equipment must be shared, the equipment will need to be cleaned and disinfected between each use.
- Students will be directed to wash their hands immediately after participating in outdoor recess. Structured activities are strongly encouraged to minimize any direct contact between students.
- All Physical Education classes will all be provided on remote days to ensure maximum student and staff safety.

Critical Area of Operation 10: Field Trips, Extra Curricular Activities, Use of Facilities Outside School Hours

In order to stay committed to the health and safety of our students and staff, field trips, extra-curricular activities, and use of facilities outside school hours will not be permitted for the 2020-2021 school year. Field trips will not be scheduled until further notice in order to promote social distancing and follow proper safety guidelines.

B. Academic, Social, and Behavioral Supports

In response to Covid-19, NECCS will enhance the School Climate and Culture and Social Emotional Learning by providing education and services to the families and staff which encourage creating new routines and activities that prevent isolation and enhance healthy emotional responses.

1. Social Emotional Learning (SEL) supports include:
 - a. Staff are scheduled to receive training on trauma signs and interventions from the Child Wellness Institute of New Jersey.
 - b. The NECCS School Social Worker and Counselor will continue to provide individual, group and family support services via in-person and remote counseling. Students are identified and referred by their teachers and families.

- c. Daily In-person and remote morning meetings led by the teachers and staff which include daily emotional check-ins, sharing time, and group activities that allow for opportunities of movement and creativity.
 - d. Monthly forums for parents and students to voice their fears, concerns, and ideas to enhance their emotional well-being,
 - e. Virtual parent workshops and support sessions,
 - f. in-person and remote social gatherings including gaming, movie nights, dance parties, etc., that adhere to social distancing protocols.
 - g. Mindfulness mornings provided by the School Social Worker, live and recorded, providing relaxation techniques, simple movements exercises, and read-alouds of social stories addressing emotional and behavioral issues.
 - h. collaboration with community mental health services for higher levels of support, as needed,
 - i. If necessary, trauma response supports will be activated (grief counseling for all students, families and staff).
2. Behavioral supports include:
- a. A school wide PBSIS plan which emphasizes D.R.E.A.M.S. (determination, respect, excellence, attitude, motivation, and service). This plan includes daily, weekly and monthly rewards and opportunities for celebration, but also captures significant data and trends in behaviors that need to be addressed.
 - b. Multi-tiered system of support tracking (teacher and parent surveys, informal observations, discipline records) by the PreSchool Intervention and Referral Team (PIRT) and Intervention and Referral Services (I&RS) team (for grades kindergarten-4th) to assess if the students require functional behavioral assessments conducted by a BCBA,
 - c. Informal and formal behavior intervention plans for staff to implement in school, with a modified version for the parents to provide consistency at home.
 - d. Referrals to community agencies when a higher level of support is required,
 - e. Special education services for evaluations as needed.
3. School Climate and Culture
- a. Harassment, Intimidation and Bullying (HIB) prevention, identification, and interventions will continue to be monitored and addressed according to state guidelines, along with a heightened awareness of off campus and cyber bullying.
 - b. Communication efforts have been increased to keep families involved in all stages of the academic and social-emotional recovery process. Modes of communication include, but are not limited to, school-wide Dojo, email, social media, PowerSchool,

call and text blasts. Every student will also be provided with a laptop or tablet, and wifi hotspot (if needed).

4. Food Services and Distribution

Meal Distribution will continue for all families who wish to take advantage of this service. Students will be provided with meals for all days of the week, during both remote and in-person days, and will include students whose parents/ guardians opt to participate in the full time remote instruction option.

II. Leadership & Planning

Involving a variety of team members is critical when planning for the reopening of school during this pandemic. We must consider all aspects of the effective operation and delivery of instruction, while supporting the needs of our families. The Restart Committee and the Pandemic Response Team have allowed NECCS to hear the many voices and perspectives that comprise our community, as it represents a cross-section of the school.

Area 1: The Restart Committee

The NECCS Restart Committee consists of the following members:

- Katherine Martinez, Executive Director
- Patrice Usry, Operations Manager
- Heather Lieberman, Humanities Supervisor
- Gina Acosta - Student Affairs Supervisor (Preschool Program Supervisor)
- Ameenah Brown, Community Outreach Coordinator
- Lisette Diaz, Social Worker / Case Manager
- Asiyah Peck - Food Services Coordinator
- Joyce Kornegay - Member of the School Safety Team
- Michele Koncewicz - Art Teacher
- Naiya Atkins - Grade 4 Teacher
- Brittany Tegg - Grade 3 Teacher
- Jennifer Califano - Grade 4 Teacher
- Amanda Michel - Grade 3 Teacher
- Karen Lockwood - Grade 2 Teacher

In addition to the contributions of the members of this Committee, NECCS distributed surveys for staff and parents. Two virtual sessions were scheduled before plan submission to present the key elements of the plan and gather feedback from staff and families as well.

Area 2: The Pandemic Response Team

The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols. The team will ensure accurate, timely and transparent information is shared within the school community, while continuing to gather information from different community perspectives that will allow for sound decision-making.

The NECCS Pandemic Response Team consists of the following members:

- ★ Katherine Martinez, Executive Director
- ★ Patrice Usry, Operations Manager
- ★ Heather Lieberman, Humanities Supervisor
- ★ Ameenah Brown, Community Outreach Coordinator
- ★ Lisette Diaz, Social Worker / Case Manager
- ★ Asiyah Peck - Food Services Coordinator
- ★ Valerie Mays Charles - School Nurse
- ★ Vicente Mejia - Custodian
- ★ Ashley Monteiro-Parent

Area 3: Scheduling

In order to be able to maintain social distancing, NECCS designed a Hybrid schedule to divide each homeroom into two cohorts. These cohorts will remain until state authorities notify that it is appropriate to begin transitioning students to regular class size.

- School Scheduling
 - A hybrid model will follow an A/B Schedule (Prek through grade 4).
 - Students in cohort A will report to school on Monday/Thursday
 - students in Cohort B will report to school on Tuesday/Friday
 - All students will be remote on Wednesday to allow for deeper cleaning
 - When students are not attending “in person” on their designated days, they will be working in a remote setting (from home).
- Parental Option for Full Time Remote Learning

As per the Governor’s announcement on July 20, 2020, all students are eligible for full time remote learning. Families/guardians may submit, and NECCS shall accommodate, requests for full-time remote learning. Such requests may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the district’s reopening plan.

1. **Procedures for Submitting Full-time Remote Learning Requests:** Parents may submit their requests electronically via the request form linked to the school's website. The request must be made for each marking period. The form will be available at least three weeks prior to the start of each marking period. This will afford parents the opportunity to complete a request to transition from hybrid services to full-time remote learning several times throughout the year. The requests must be received by each designated deadline to allow the school sufficient time to transition children from one model of learning to the other. Once the request is received, parents will be provided in writing with detailed information regarding specific virtual learning sessions, resources, and all related procedures to ensure consistent and continuous learning.
2. **Scope and Expectations of Full-time Remote Learning:** A student participating in full-time remote learning option must be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in school programs. NECCS will make every effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. Full-time remote learning will adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and school expectations of, students participating in remote programs and their families. For families/guardians requesting that a service transition from hybrid delivery to full-time remote delivery, parents whose child received additional services will be given the opportunity to schedule these remotely whenever possible.
3. **Procedures to Transition from Fulltime Remote Learning to In-Person Services:**
 - a. Students who begin the year in the Full Time Remote Learning program must spend a minimum of eight (8) weeks in full-time remote learning before being eligible to transition to in-person services. This will allow families/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction.
 - b. Parents / guardians must submit a request to transition from fulltime remote learning to in-person services in writing no later than two weeks prior to the end of each marking period. This request must be emailed to the Community Outreach Coordinator.
 - c. A student's transition from fulltime remote learning to in-person learning will include a school visit on a Wednesday prior to returning so that the child and parents/ guardians can meet teachers and get reacquainted with the instructional space. In

In addition, the academic progress of the student will be reviewed to determine if any additional academic support will be needed, and the family will have a meeting with the school social worker to ensure that the social-emotional needs of the students are properly addressed.

A link to [All Schedule Options - Hybrid, In Person & All Remote](#) is provided here.

Area 4: Staffing

NECCS will comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. In addition, if NECCS adjusts schedules, teaching staff members will maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

- Prior to the start of school, training on successful procedures for virtual teaching.
- We adjusted the school calendar and pushed the start date of school back to provide professional development and preparation time to teachers and other staff during the first week of September.
- All instructional staff are required to be available to log on and be available for instruction during school hours.
- Updates by staff of classroom activity/requirements provided electronically to parents and students.
- Ensure Assistant Teachers are utilized effectively in a virtual setting.
- Accommodations will be made, as much as possible, for teachers' requests to continue to work in the opening scenarios.
- We will attempt to minimize movement among students and limit interactions with multiple staff members.

Area 5. In Person and Hybrid Learning Environments; Roles & Responsibilities

NECCS must provide opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met. We recognize special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

When in person instruction is taking place it is the responsibility of staff, students and their families to:

- Arrive at their designated time and adhere to all safety requirements
- Comply with the face covering mandate
- Follow all other safety procedures put in place

When engaged in remote instruction, whether under the hybrid model or 100% virtual model it is the responsibility of the;

- Staff

- To provide work and assignments in a reasonable manner and in accordance with the curriculum
- To provide live instruction at specified times
- To collect and grade student work in a timely manner
- To instruct and support students in the use of technology.
- Students
 - To attend live instruction at the designated times
 - To submit all assigned work in a timely manner
 - To follow all digital citizen rules and regulations
 - Parents are expected to support their child in ensuring that they are logged in at the appropriate times each day.
 - Parents are expected to ensure that their child is completing and turning in assignments each day.

III. Continuity of Learning

Area 1: Ensuring Delivery of Special Education and Related Services to Students with Disabilities

Student Services will make every effort to provide an appropriate education for special education students. We will make every effort to meet the requirements for teacher-student contact time for students with disabilities via distance learning. Student progress will be monitored, and feedback provided online by special education teacher(s) when appropriate, with the opportunity to communicate directly during scheduled times.

Upon return to school, the IEP team will determine if additional services are required. IEP meetings will be held as appropriate to determine if additional services are required. IEP meetings will be held as appropriate to determine if compulsory education services are needed to address an individual student's progress toward learning goals and objectives.

Area 2: Technology and Connectivity

Moving into the 2020-2021 school year, all students in grades K-4, if they have not already been provided one, will receive a chromebook for use both in the classroom and during remote instruction.

All students in PreK will be provided with a tablet, which is more age appropriate and aligns best with the curriculum.

Any student that does not have access will be provided through use NECCS purchased of mobile hotspot devices.

We will continue to follow up with additional needs assessments to make sure all students still have access to a device and a reliable internet connection.

Area 3: Curriculum, Instruction, and Assessment

At NECCS, curriculum pacing has been developed to account for the loss of learning that may have resulted from the sudden pivot to remote instruction in the 2019-20 school year. As we plan to enter the 2020-21 school year, staff will receive comprehensive support and training to deliver a curriculum that is tailored to virtual and hybrid learning environments.

A. Curriculum

- a. To identify any learning loss, all instructional staff will administer a prerequisite skills assessment. This will assist with identifying any gaps that may have taken place during the remote period of learning from the 19/20 SY (March - June).
- b. To limit the use of “high touch” curricular materials, the school will provide each student with a small, personalized packet of art materials and generic, multi-use school supplies.

B. Instruction

- a. To assist with the delivery of instruction, the following platforms will be utilized during 20/21 SY:
 - i. Google Classroom (Grades K-4)
 - ii. Flipgrid (Grades K-4)
 - iii. Screencastify (Grades PreK-4)
 - iv. Learning A to Z (Grades 2-4)
 - v. Eureka Math (Grades K-4)
 - vi. G-Suite (Grades Prek-4)
- b. When working in the hybrid model, the cohort that is in-person (ie: cohort A) will continue with the teacher in the classroom; whereas, the other cohort (B), may continue their work in the instructional platforms noted above.
- c. Instruction may be delivered in either:
 - i. Synchronous sessions: some sessions may include live classes via Google Hangouts OR
 - ii. Asynchronous sessions: some sessions may require self-paced and self-guided instruction through watching videos, completing assignments independently, and making corrections and improvements on work based on feedback.
- d. Instructional plans will need to remain flexible to account for student, family and community needs.
- e. Adapting the curricular scope and sequence, as needed, for each subject area and grade level to accommodate where teachers might need to provide additional support

C. Assessment

- a. In the area of pre- assessment, instructional staff will pre-assess by unit/skill utilizing the school approved method/program.
- b. In the area of formative assessment, instructional staff will administer formative assessments to determine progress toward learning goals and determine where adjustment of instruction may be needed.
- c. In the area of benchmark assessment; instructional staff will administer benchmarks that are approved/coordinated by school administration.

Area 4: Professional Learning

Regardless of model, professional learning will continue during the 20/21 SY. Staff will be provided both in house and out of district ongoing professional development in order to support best instructional practices. Our plan ensures that teachers will continue to hold weekly team meetings, professional development sessions in relevant topics, and ongoing coaching support from members of the leadership team in both in-person and virtual settings.

IV. School Funding and Policy

Use of School Funds

NECCS is committed to making every effort to ensure students are able to continue learning regardless of the setting. We realized in the Spring that parents had limited access to appropriate devices and internet connection. For about a third of our families, internet access was limited to their cellular phones. This level of access proved ineffective when families with a basic plan ran out of data within a few days, and students lost access to instruction. In about as many households there was a single device that was appropriate for virtual learning, but there were several students, and in some cases, the adults needed the device to complete their own work.

We have collected data from our families via surveys, and through interactions while providing support. As we head into the new school year we hope to provide a device for each student who needs it and access internet connectivity for households lacking this critical service. In order to have continuity of learning we will use all funds available from grants and general budget to ensure that every student is able to have a dedicated device.

In addition, the funds originally set aside for instructional materials and textbook-related purchases will be utilized to ensure we have as many of these resources as possible available in digital form. This way we can provide a comparable educational experience for all our students, whether they are learning in the classroom or at home. For those grades and content areas where physical materials are needed, we will invest in providing individual sets to students that can easily be either used in the classroom or taken home.

Policy

The NECCS Board of Trustees has been an integral part of the planning process for reopening the school. Board members have been informed of all the needs and requirements involved in the responsible opening of the school. They have convened the Policy Committee to address the requirement of policy and procedures stated on The Road Back guidance.