Reopening Plan 2020-2021

**Jersey City Public Schools
Providing Students Enrichment, Acceleration,
Resources and Support**

DRAFT

Franklin Walker, Superintendent of Schools
Dr. Norma Fernandez, Deputy Superintendent of Schools
Regina Robinson, Business Administrator
Ellen Ruane, Assistant Superintendent

Superintendent's Senior Leadership Team

Mr. Aldo Sanchez-Abreu, Executive Director
Dr. Magda Savino, Director/Division A
Dr. Joseph Galano, Director/Division B
Mr. Jaime Morales, Director/Secondary Division
Ms. Paula Christen, Director/Student Life and Services
Dr. Gerard Crisonino, Director/Special Education
Dr. Ruth Cummings-Hypolite, Director/Early Childhood
Dr. Christy Oliver-Hawley, Affirmative Action Officer
Dr. Francine Luce, Director/Office of Grants Development
Mr. Jason Schetelick, Executive Director/Career and Technical Education
Dr. Juanita Sifflet, Director/ Career and Technical Education
Mr. Arthur Youmans, Director/Security

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Educating Greatness

Developing a Vision of doing what is best for all students and making them academically competitive in a global society.

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Introduction

The school year 2019-2020 was well underway when the tri-state area was rocked by COVID -19. The district spent the early days of March following the news and meeting with stakeholders from the New Jersey Department of Education, the New Jersey Health Department, and district leadership to meet our students' needs. At the same time, we prepared for possible school closure and then implemented the directives from the New Jersey Department of Education and Executive Orders. On March 13, 2020, students and staff left the district facilities for what we thought would be a quarantine period. At that time, few expected that there would be no return to school for the rest of the school year. The COVID-19 pandemic has led to many unexpected experiences and situations. As usual, the Jersey City Public School Community's fantastic cooperation and positive attitude are acknowledged and appreciated. The last five months have presented many challenges, and with the hard work of staff and the support of parents, our students have risen to the occasion and made us all "JERSEY CITY PROUD."

On June 26, 2020, Governor Murphy presented
[The Road Back Recovery and Recovery Plan for Education](#). The Jersey City Public Schools Reopening Plan follows the NJ Department of Education's guidance, guidance on school reopening provided by the Centers for Disease Control and Prevention (CDC), and the New Jersey Department of Health. The New Jersey Department of Education's "The Road Back" provided school districts with a guiding document that discussed the "anticipated minimum standards" (items that must be incorporated) and "considerations" (components that should be incorporated into district thinking when planning to reopen). "The Road Back" states, "... absence of a shift in the public health data, school buildings will open in some capacity for in-person instruction and operations in the Fall." (pg. 6) Besides, on July 20, Governor Murphy announced, "The Department of Education will be releasing guidance allowing for parents to choose all-virtual learning for their children."

Guiding Principles:

1. Ensure the safety and wellness of students and staff

2. Deliver high-quality instruction to students, regardless of delivery model

3. Provide parents flexibility and choice in instructional delivery models
    a. Full-time online instruction
        or
    b. In-person instruction with social distancing in the JCPS school buildings

4. Ensure all students receive instruction that meets the New Jersey Student Learning Standards
    a. Access to technology and connectivity
    b. social-emotional wellness and health support

The plan that follows will serve as Jersey City Public Schools "How To" guidebook to open our schools for the 2020-21 school year and complies with the NJ DOE's expectations for districts. While our preferred model of instructional delivery is a traditional educational environment, we anticipate continued health restrictions when classes resume on September 10, 2020. It is important to note that as our current situation continues to evolve, this document will change with it. Further, this document will not answer every question. Instead, it may provide a high-level framework for the standard operational protocols that the school district wants to implement for our 2020-2021 school year. Additionally, the Jersey City Public Schools Reopening Plan (JCPSRP) will be adjusted periodically to reflect new findings and data from the health officials and government officials.

Leadership and Planning
Reopening Committees

In the Spring, the Superintendent established a School Closing Committee under the Assistant Superintendent's guidance and a School Reopening Committee for the Deputy Superintendent to chair. These committees were instrumental in closing the school year and following the research of the Center for Disease Control and Prevention and scholarly articles. Following Governor Murphy's release of The Road Back Plan, the Superintendent met with the administration on June 30 and established a system to prioritize and expedite information gathering and development a reopening model based on phases from the most restrictive to full in-person learning.

The reopening committee reflects a diverse perspective due to its composition and allowed to divide the tasks and provide guidance based on different expertise and views. The various committees represent the Board, the Administration, Community Stakeholders, the Jersey City Teachers Association, and the New Jersey Teachers Association, Parents, and support employees. See Appendix A.

The Superintendent formed the reopening committees to address the conditions for learning outlined in The Road Back and through full committee meetings to voice concerns and reach consensus and sub-committees to document the best practices in the following areas:

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, Response to Students and Staff Presenting Symptoms
6. Contact Tracing
7. Facilities Cleaning Practices
8. Meals

9. Recess/Physical Education
10. Extracurricular Activities and Use of Facilities Outside of School Hours

The JCPS Reopening Committee was established to provide guidance for the reopening of schools during the 2020-2021 school year. The members of the committee were divided into groups to work on the various considerations necessary for the return of students to in person learning. Parents were surveyed and the District received over 7,000 responses. The responses emphasized that the community was not ready to decide about sending their children back to school. On June 29, 2020 the full committee met for the first time.

The JCPSRP follows the guidance in The Road Back for in-person instruction during the 2020-2021 school year and the flexibility to shift from a fully remote model to all students attending classes in school. It is a gradual scale-up of school operations that include mitigation strategies that incorporate physical distancing, enhanced cleaning, health screening protocols, and many others. Currently, based on the most current guidance, the JCPS will begin classes on September 10, 2020 with Phase 2. Across all phases, the JCPS will follow the CDC and the Department of Health recommendations for schools in terms of social and physical distancing, health and hygiene, cleaning, and disinfecting.

The District is planning to educate students with two models: 1) All-Virtual/Remote model, in which students would do all of their classes virtually, and 2) In-Person Hybrid model, in which students would alternate between doing five (5) days of instruction in school and five days of full virtual instruction based on the consensus of the JCPSRC. We are committed to making sure that students continue to experience the care and commitment of our faculty and routine of daily learning, even when participating in remote learning. We must acknowledge that our approach to distance learning cannot replicate the magic that happens when school is in regular session. However, we do contend that quality learning can occur from a distance. During phase 2 of the reopening, approximately 33% of the students will be in the classroom at once. In a class of fifteen students, only five will be present, and in a class of twenty-four, a maximum of eight students will be attending in-person instruction. The District intends to keep the same student cohorts together and will strive to keep families scheduled for the same days of in-person learning.

JERSEY CITY PUBLIC SCHOOLS

SCHOOL REOPENING PLAN

FALL 2020

▶ **PHASE 1**
The most restrictive for health reasons with remote learning.

▶ **PHASE 2**
Limited in-person learning for a small group of students.

▶ **PHASE 3**
Easing restrictions with more students receiving in-person learning.

▶ **PHASE 4**
Most students return to in-person learning with some exceptions for remote learning.

▶ **PHASE 5**
In-person learning for all students with limited safety restrictions.

FOR MORE INFORMATION PLEASE VISIT **WWW.JCBOE.ORG**

INCREMENTAL CLASS SIZES

EMPTY CLASSROOM SEATS

POSSIBLE PHASES AND PERCENTAGES

- Phase 1- All students learn remotely
- Phase 2- 33% of the students present at one time
- Phase 3- 50% of the students present at one time
- Phase 4- 75% of the students present at one time
- Phase 5- 99% of the students present at one time

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

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                    ┌─────────────────────┐
                    │   Hybrid Model for  │
                    │  Social Distancing  │
                    │   During Phase 2    │
                    └─────────────────────┘
              ↙              ↓              ↘
┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│     Group A      │ │     Group B      │ │     Group C      │
│ (33% of each     │ │ (33% of each     │ │ (33% of each     │
│     class)       │ │     class)       │ │     class)       │
└──────────────────┘ └──────────────────┘ └──────────────────┘
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┌────────────────────────────┐   ┌────────────────────────────┐
│ Only 33% of the students │   │   There are two cohort of │
│ attend Brick and Mortar each│   │ students Participating in │
│   set of days   │   │   Remote Learning   │
└────────────────────────────┘   └────────────────────────────┘
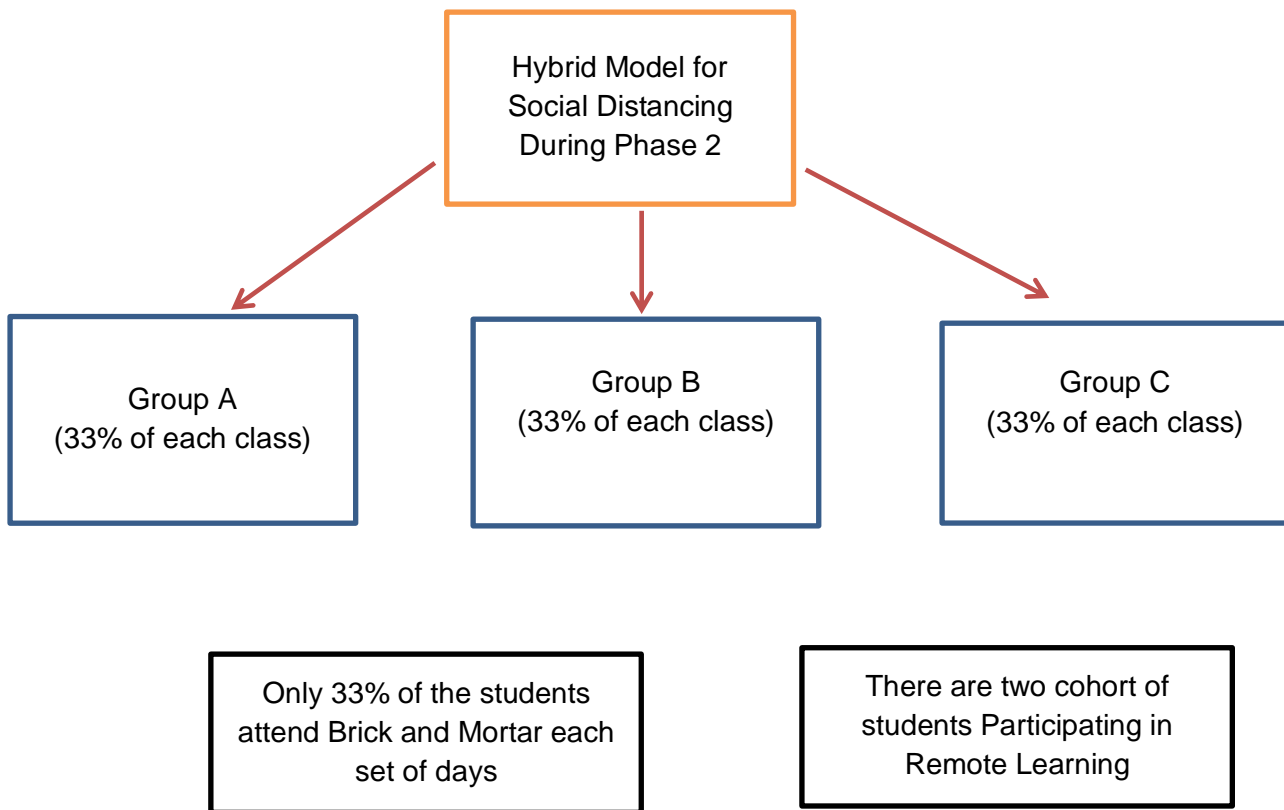
A hybrid learning environment allows staff to monitor student movement, lessen the number of students in classes and hallways to maintain social distancing according to The Road Back Plan. Instructional and non-instructional schedules can include designated times to support school building level logistics required to maintain health and safety requirements.

As of July 30, 2020, the Reopening Committee agreed that each group/cohort of students would attend in-person classes for five (5) consecutive days and then spend ten (10) days during remote learning.

The District Calendar will post the schedule of instruction for each of the three groups participating in hybrid learning during the first two months in Phase 2.

Instructional staff will:

1. Work on-site during contractual times unless the District and the employee have agreed upon a reasonable accommodations plan.
2. Reinforce social distancing protocol with students and co-teacher or support staff.
3. Limit group interactions to maintain safety.
4. Collaborate and support safety logistics as requested (entering, exiting, restrooms, etc.).
5. Be familiar with on-line protocols and platforms.

6. Plan standards-based lessons to meet students' needs at various levels, ensuring the versatility of experiences to apply to both entirely in-person and hybrid learning environments.
7. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
8. Provide regular feedback to students and families on expectations and progress.
9. Set clear expectations for remote and in-person students.
10. Assess student progress early and often and adjust instruction and methodology accordingly.
11. Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
12. Instruct and maintain good practice in digital citizenship for all students and staff.
13. Instructional staff with additional capacity or limited time spent with students may assist with the school building and safety logistics.
14. Provide materials, manipulatives, and items for at-home activities at no cost to families (particularly in the primary grades).

Administrative staff will:
1. Work on-site during contractual times unless the District and the employee have agreed upon a reasonable accommodations plan.
2. Promote interactive learning and limit on-line activities for pre-school students as feasible.
3. In addition to administrators' non-instructional responsibilities, to ensure the quality of continued learning in-person or virtually, administrators should: (1) Consider roles for staff with health concerns in collaboration with Human Resources to leverage them to enhance the virtual learning environment.
4. Provide virtual time for staff collaboration and planning.
5. Prioritize vulnerable student groups for face-to-face instruction.
6. Organize the groups of students to have students in one family to attend in-person instruction on the days.
7. Identify teachers and teacher leaders who may provide staff support to improve education in a virtual environment continuously.
8. Work with the staff and faculty to ensure that teaching and learning, and all student services are efficiently developed, planned, and delivered.
9. Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
10. Define and provide examples of high-quality instruction, given context, and resources available.
11. Assess teacher, student, and parent needs regularly.
12. Ensure students and parents receive necessary supports to ensure access to instruction.

13. Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, under N.J.D.O.E.'s Professional Standards for Teachers and N.J. Professional Standards for Leaders (N.J.A.C. 6A:9).
14. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
15. Collaborate on curriculum planning and assessing student academic and social-emotional well-being when students return to school.
16. Create feedback loops with parents and families about students' academic and social-emotional health and well-being through remote learning conferences or surveys to parents about their child's experience and learning while out of school.
17. Share a comprehensive account of academic interventions and social-emotional and mental health support services available through the District.
18. Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
19. Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
20. Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

The Jersey City Public School District will provide access and equity for all staff to ensure student learning continuity. Staffing decision-making throughout the school year will consider each staff member's unique needs, such as access to technology, social, and emotional health. This reopening Plan identifies the roles and responsibilities of school administrators, teachers, instructional assistants, educational and services professionals that ensure continuity of learning and leverage existing resources and personnel to maximize student success. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements outlined in N.J.D.O.E. regulations. In response to COVID19, the N.J.D.O.E. has provided flexibility for implementing specific regulatory requirements during the public health emergency.

When creating staff schedules and assignments, Jersey City Public Schools will comply with all the applicable employment laws, including, but not limited to, the American Disabilities Act (A.D.A.) and Health Insurance Portability and Accountability Act (HIPAA). It will also follow all the applicable State and Federal laws.

The District's website will have information on New Jersey Families First Corona Virus Response Act. While the relevant Executive Orders are in effect, these flexibilities will apply. The District will follow any guidance from the Educator Evaluation Guidance for NJ Achieve. The guidance will apply to all Teachers, Principals, Assistant Principals, Vice Principals, and Other Certificated Staff for the 2020-2021 school year. The District will also follow all the regulations for educators with provisional certification, in the process of earning tenure and following the recommendations of a Corrective Action Plan (C.A.P.).

Conditions for Learning

Critical Area of Operation #1: General Health and Safety Guidelines

Across all phases, the JCPS will follow the CDC and the Department of Health recommendations for schools in terms of social and physical distancing, health and hygiene, cleaning, and disinfecting.

The safety and well-being of students and staff are the top priority and guiding principles of the Jersey City Public Schools using the recommendations outlined by the CDC and The Road Back Plan. To obtain feedback from as many of the school community members, we conducted two surveys of all parents and one of the staff. The reopening committees also offered valuable feedback and questions that guide our plan. The Jersey City Health Department has been incredibly supportive, and the epidemiologists have been in contact with the District's medical department providing guidance and training. According to Educational Week Magazine, "absolute compliance with any distancing in school" is impossible, but the goal is to "drive as much of the risk down as much."

- Families have the option to choose all remote learning for their child(ren).
- All students and staff will be required to wear a face-covering/mask (unless prohibited because of documented medical or developmental condition and must maintain six-foot distance from others).
- Daily temperature readings or screening for students, faculty, and staff
- JCPS will limit the size of group gatherings by reducing the number of students present at any one time
- Maintain 6 feet of distance (about two arms' length) from other people
- Avoid mass gatherings in large groups such as assemblies, cafeterias, sporting events, and field trips
- Maintain social distancing on busses
- Maintain social distancing outside-including recess
- The sharing of supplies will be discouraged, and students will have their own designated materials
- The District will vigorously enforce all safety guidelines to promote healthy habits, ensure students' and staff safety, and discourage non-compliance.
- Reasonable accommodations will be provided for students and staff that the Centers for Disease Control identifies as having higher risk for severe illness from COVID-19, including older adults (age 65 years and older) and individuals with disabilities or serious underlying medical conditions
- Limit the number of visitors to the school and promote scheduled appointments
- Establish Deep Cleaning protocols at schools and Central office.
- The District will train the Custodial Response Team members, implement a train-the-trainer model, and have continuous reinforcement training, which will include enhanced frequent cleaning and disinfecting of high-touch areas. The ongoing training or professional development will be a Standard Operating Program with follow-up training conducted throughout the school year.

- The vetting of U.V. light technology is underway. It is an option for enhanced disinfecting of areas suspected of exposure before the cleaning crew cleans the room or facility as an additional safety measure.
- The vetting of hydrogen peroxide mobile units is also underway, as an option to utilize in small areas where substantial air movement will occur in a short amount of time as another layer after a post-known illness in disinfecting and an additional safety measure.
- Utilization of safe and effective chemicals for surfaces and food areas
- The Custodial Response Team Captains will be responsible for an hourly review of all hand soap dispensers and hand sanitizing stations to ensure the containers are full.

Critical Area of Operation #2: Classrooms /Testing and Therapy Rooms

As per the CDC and The Road Back Plan, the JCPS will allow for social distancing practices in all instructional and non-instructional spaces. Social distance will be ensured by ensuring students are seated at least six feet apart with empty desks or an empty area. When the physical distance cannot be maintained, additional modifications may be used. Such changes may include physical barriers (plexiglass or sneeze guards), turning desks to face the same direction instead of each other, and having students sit only on one side of the table. In some instances, the school administration will temporarily relocate an office or class to improve social distancing.

1. In the classroom setting, when students sit at a social distance of six feet or have a physical barrier, they will be able to remove the face covering while seated at their desks. Students moving about the classroom should always wear a mask as students may come closer than six feet.
2. All parents should send their children to school with a face-covering. While enforcing the use of face mask may be difficult with the very young or students with disabilities, social distancing for them will be the norm in the classroom.
3. The use of shared objects will be limited when possible or cleaned between use. Teachers will remind students not to share electronics devices, toys, books, and other games, or learning aids.
4. All indoor facilities in the district will have adequate ventilation through open windows or a fresh air component for recirculated air where appropriate.
    a. The District will inspect all HVAC systems to confirm proper operation and air movement, and filtration upgraded to a MERV-11 or comparable air filtration product. Open outside air dampers to introduce additional fresh air to the system, run fan 24/7 to circulate and filter air more frequently, whenever possible.
    b. Utilization of specialized equipment "fogging" air duck cleaning and maintenance
    c. Utilization of Backpack HEPA Filter Vacuuming for an efficient cleaning regimen
5. All district buildings will be thoroughly cleaned, sanitized, and disinfected. Any structures that remain closed or 100% online will remain on cleaning and disinfecting schedules
6. JCPS will prepare and maintain hand sanitizing stations with alcohol-based sanitizers. The District will place additional hand sanitizing stations at all main egress points in hallways and outside high traffic areas, and conference rooms.   Such stations should be:

a. In each classroom for staff and older children who can safely use hand sanitizer. Children five (5) years old or younger will be supervised using hand sanitizers.
   b. At entrances and exits of buildings
   c. Near common use areas
7. All conference rooms and workstations will have spray bottles or wipes of disinfectants that do not require the use of safety glasses or gloves and paper towels or wipes so that personal space areas can be cleaned.
8. Good hygiene routines will be part of the health curriculum at all grade levels.
9. Classrooms with existing sinks will maintain soap and encourage routine washing after sneezing, eating, coughing, and throughout the day.
10. We are installing protective barriers (sneeze guards) for high-traffic main office reception, security desk, and other customer service areas.

Classes without sinks will take students to the lavatories to routinely wash their hands throughout the day using social distancing routines.

Schools will develop a school-wide plan to promote handwashing for twenty seconds at regular intervals.

In the primary, elementary, and middle school grades, students will have their meals in the classroom. Special subject teachers or specialists will rotate to the classes as much as possible. Where possible classes will stay together to include the same group of children each day (a cohort of students). Building level plans will minimize mixing between groups/cohorts.

School plans will allow for outdoor learning where possible and weather permitting. High School students will move between classes to follow their schedules, and students will be a cohort or group A, B, or C, depending on the phase of the model.

Critical Area of Operation #3: Transportation

JCPS Transportation will follow the guidelines of The Road Back Plan for the safety of students and staff. The District will maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.

- Upon reporting for work in the morning, drivers will have their temperature taken and answer a series of questions to ensure they feel well and have not been exposed to anyone who has COVID-19.
- Students and drivers will be required to wear face masks on the school buses. If the driver or a student does not have a face mask, a face mask will be made available.
- The Reopening Plan and the CDC recommends that students should sit one to a per seat and alternating rows. A fifty-four (54) passenger bus would allow transport for approximately 11 students.
- Parents will keep the option of transporting their child to and from school if they choose

- When possible, a staff person should accompany the driver on all transportation routes to ensure safety and social distancing. The District will consider installing a physical barrier that separates the bus driver from students, assuming that such equipment is deemed acceptable by federal regulators and the New Jersey Motor Vehicle Commission.
- Temperatures would be taken either by the bus aide or the parent before the child enters the bus
- The bus aides will observe students and ensure that students maintain their face coverings and social distance during travel
- Parents must remain with students during pick up until student is cleared for boarding
- Siblings from the same household will sit together in the same row whenever possible, and an effort will be made to allow students to use the same seat in the morning and afternoon.
- Students and staff will not be allowed to eat or drink on the bus.
- The bus driver will load and unload students in a manner that encourages social distancing. Students will begin sitting in the back of the bus first filling the allowable space. When it is time to disembark students sitting in the front will be the first to descend from the bus.
- Stagger transportation times, so fewer children are in each vehicle (e.g., one child per seat, every other row).
- Open windows, if possible.
- Clean and disinfect school buses and other vehicles used to transport students at least daily, preferably between routes. To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.
- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between groups and direct contact with parents as much as possible.
- Drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).
- Hang signs to reinforce social distancing and hygiene rules.

Parents are responsible for making sure that their child has been fever-free for 24 hours without medication before bringing them to the school bus. This will protect the health of their child as well as the health of others.

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

The JCPSRP maintains that if students cannot continue physical distancing (six feet) in line waiting to enter or exit a building, they must wear a mask. Schools will have physical guidelines, visible signage, such as tape on floors or sidewalks and signs on the walls to help ensure that staff and students remain at least 6 feet apart in lines. The school response team will create "one-way" routes in hallways to maintain social distance.

1. In collaboration with the school's planning team, the school administration will follow all the district guidelines and prepare systems and routines that meet the physical layout of a particular site. Such as:
   a. Establish "one-way routes" in hallways.
   b. Maintain social distancing in hallways and common areas.

c. Minimize the number of non-essential interactions between students and staff throughout the school day.

d. Create student cohorts as an effective strategy to limit exposure and contact will limit commingling between classes or cohort as much as possible

e. Minimize social distanced large groups gathering to meet the guidelines established by the CDC and The Road Back Plan.

f. Establish plans and schedules that allow for physical distancing throughout the day

2. The school's planning team in collaboration with the district's Health Coordinators, and the facilities department will designate an isolation area in each facility.

3. The School Plans will limit the number of students in the hallway at the same time by staggering release from classrooms ensuring that student remain at least 6 feet apart.

4. Building schedules will have defined limited access, if any at all, to lockers to keep traffic in the hallways within social distancing protocols

a. Athletic teams will follow the recommendations of the athletic committee for the use of lockers and exercise equipment

The installation of CDC-approved signage will be posted in restrooms and entrances to promote proper hygiene practices. Following CDC Guidelines and recommendations, the maximum capacity in restrooms will be of two (2) people at a time in all JCPS Facilities.

Using digital displays throughout the Schools and Administration Building will provide for the continuous promotion of best safety practices, according to the CDC guidelines. The District will post CDC posters and safety messages in all buildings.

The District will add information to the back of high traffic doors with the COVID-19 Response Team hotline number. We recommend that anyone contact the hotline if they find an issue that requires immediate attention for the safety of all Students and Staff.

Critical Area of Operation #5: Screening, PPE and Responses to Students and Staff Presenting Symptoms

The JCPS has developed protocols following CDC, Jersey City Health Department, and The Road Back Plan for students, staff, and families. The health protocols will ensure the health and safety of all Jersey City Public School stakeholders and the community as we navigate the COVID-19 Pandemic in our nation.

The JCPS expects that any person, student, or staff member, who is ill remains at home and seeks medical advice. Please do not report to a district facility.

The Superintendent of the Jersey City Public Schools takes the Students & Staff safety as a high priority, and preventing an infected individual from visiting a JCPS Facility is a critical factor of concern in reducing the spread of COVID-19. During the initial phase, Jersey City Public Schools piloted an employee screening and temporal temperature scan. The JCPS will roll-out an

enhanced version, including an improved "new" screening app, aimed at-home screening before embarking upon Jersey City Schools or Administration Building.   The mobile screening app, called JCPS XXXXXX, will prompt all returning students and staff to answer a few questions daily under self-screening through the app or on the District's portal. Based on the results of safety screening rules as defined by the Health Services Team following CDC Guidelines, it will automatically inform our Students and Staff whether or not they are permitted to attend class, report to work, or visit a site.

The District will not mandate COVID-19 testing for students and staff as a condition for admission; however, it will require medical clearance for students or staff with symptoms or confirmed contraction of the virus. The Health Department within Human Resources will coordinate with the Jersey City and Hudson County Department of Health & Human Services who currently operates testing sites, for the ability to have an option on-site COVID-19 testing performed at Jersey City Public Schools locations. During the initial phase of JCPS closure, the HHS department offered free COVID-19 testing at the JCPS Administration building.

Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. The building principal, department head, or Health Coordinator will direct staff members to immediately leave the building and seek medical care unless it is a medical emergency that requires the assistance of an ambulance. When ever possible admission will be denied to individuals who test positive for COVID-19 or exhibit the one or more of the symptoms of the virus based on CDC guidance that is not otherwise explained:

- A fever of 100 degrees or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If the district becomes aware that an individual who has spent time in a district facility **tests positive for COVI-19,** the Health Department Coordinator will immediately notify the Jersey City Health Department and follow their recommendation. Written communication will be sent, based on recommendation from the Health Department to the individuals who may have come in contact while maintaining privacy and confidentiality. The JCPS will follow all the current Communicable Disease Services guidance for illness reporting.

All students and staff will wear face covering and will be encouraged to maintain social distance unless doing so would inhibit the individual's own health.

Critical Area of Operation #6: Contact Tracing

The Health Department within Human Resources will coordinate with the Hudson County Department of Health & Human Services and serve as the lead with the implementation of contact tracing within the Jersey City Public Schools to ensure the confidentiality and safety of the students and staff of JCPS.

According to CDC and ensuring public health, contact tracing is the process of identifying persons who may have come into contact with a COVID-19 infected person and subsequent collection of further information about these contacts to ensure the health & safety of the Students and Staff of JCPS.

The District will establish a COVID-19 Response Team that will include the Deputy Superintendent, School Business Administrator, the Health Department (Nurse) in Human Resources, the Director of Security, and the school Principal. The Team will serve during the COVID-19 Pandemic, and it will adhere to the recommendations from the NJ Department of Education, the CDC, and the Department of Health and Human Services. This COVID-19 Response Team will recommend to the Superintendent best practices. The Team will regularly review the Jersey City Public Schools Reopening Plan and make recommendations about safety or public health conditions as health data becomes available.

The goal of contact tracing during this health Pandemic is to reduce the transmission of COVID-19 infection, in this case, SARS-CoV-2 (COVID-19), to identify and mitigate future contacts of infected individuals. It also serves to recommend testing to those infected individuals, seeking treatment for the infection, and trace their whereabouts and contacts in coordination with the Department of Health & Human Services. The Team will use contact tracing to identify and notify all known contacts of a confirmed case, to recommend monitoring for COVID-19 infection and recommend that they seek the proper care and treatment. The goal is to stop the spread of this disease by finding and isolating confirmed cases and support self-quarantine of all persons with known COVID-19 or cases under investigation or awaiting confirmation.

1. Establish confidential contact and rapport with those identified as being confirmed positive for COVID-19
2. Immediately contact the Dept. of Health & Human Services to trigger Contact Tracing.
3. Call upon those identified as having close In-District contact with an infected individual and notify them of their exposure.
4. Recommend resources and support to the confirmed case (infected individual) and explain isolation, under the CDC, and the Health Department guidelines.

5. Recommend resources and support to the contacts and explain quarantine, following the CDC, and the Health Department guidelines.
6. Dispatch support to the families of a confirmed staff or student in quarantine, and what resources are available to them during this time. At the same time, recommend ensuring the safe, sustainable, and mandatory isolation or quarantine of cases and contacts to prevent new transmission.
7. Responsible for keeping details of all interactions as per contact tracing protocol.
8. Recommend the use of digital tools as appropriate. The adoption and evaluation of digital devices may be expanded based on contact tracers' reach and efficacy. (yet to be determined)

The District Nurse and the Health Services Contact Tracer Team will be trained to communicate with Jersey City Public Schools students or staff who have tested positive for COVID-19 or have potentially come in contact with someone who tested positive. The contact tracer will locate, counsel, and refer persons under investigation to the Dept. of Health & Human Services and recommend appropriate COVID-19 testing resources. They will also suggest that they contact their primary physician, self-isolate, and quarantine until the result are confirmed, and they receive a recommendation. The contact tracer may also conduct active or passive surveillance of individuals under self-isolation or quarantine to ensure known individuals have not returned to a Jersey City Public School location while under quarantine, to preserve the safety of Student and Staff of the JCPS. Any individual with a known COVID-19 positive case found to be on JCPS premises while under quarantine will be subjected to disciplinary action. The contact tracer functions as an agent of Jersey City Public Schools to collaborate with the local health department to ensure adherence to public health guidelines.

The JCPS Health Services Contact Tracer Team, in partnership with the Hudson County Dept. of Health & Human Services will conduct confidential investigations to locate cases and possible contacts of a positive COVID-19 individual. The Team will interview students and staff to determine connections, locate and trace contacts, direct them to seek confirmation of a COVID-19 diagnosis, and seek treatment. In the case of students who need a diagnosis, the contact tracer will work with the school administration and the Department of Student Life & Services to ensure that the recommended testing occurs and the families receive support. In the case of an employee in need of diagnosis, the CTT, in collaboration with the Health Services Team, will refer the employee to Human Resources for appropriate follow-up. The Dept. of Human Resources (Nurse) Health Services Team will educate and recommend isolation and quarantining of cases and contacts of individuals with COVID-19.

Requirements for the Assignment of Contact Tracer:

The responsibility of a Contract Tracer is to learn about and stay current on JCPS public health investigations, COVID-19 disease, while maintaining confidentiality and mitigation initiatives to support protecting the health of our Jersey City Public Schools community.

The Following Training will be required: ***this is pending approval***

1. Complete the Johns Hopkins Contact Tracing Course and submit the certificate to dpawlowski@jcboe.org. Note, you cannot accelerate this course and must open all links and watch all videos. This training is free and can be taken anytime. (2-4 hours)
2. Complete the New Jersey DOH requirement to become a contact tracer Making Contact: A Training for COVID-19 Contact Tracers, https://covid19.nj.gov/forms/tracer.
3. Complete the CDC HIPPA training course ADH HIPAA Privacy and Security Training https://www.hhs.gov/hipaa/for-professionals/training/index.html.
4. Complete the CDC HIPAA Awareness course HIPAA Awareness, https://www.hipaatraining.com/hipaa-training-for-healthcare-providers.
5. Complete a Non-disclosure agreement
6. Complete Student Health Services training on Contact Tracing for Jersey City Public Schools
7. The final training step will be to participate in a call with the Dept. of Human Resources (Nurse) Health Services to complete a contact investigation.

If Jersey City Public School Staff interested in becoming part of the Contact Tracer Team will need to stay updated on the latest public health recommendations and Jersey City Public Schools protocols. All individuals should frequently review CDC, NJDOH, HCHHS, and WHO recommendations to stay dated when changes in procedures or messaging happen by the Director of Human Resources (Nurse) Health Services.

Additional requirements for individuals interested in becoming contact tracers:
- One year of experience at Jersey City Public Schools
- Proficiency in conducting interviewing, including oral and written communication skills
- Proficiency in utilizing basic computer systems, email and database software
- Ethical and professional conduct
- Open communication & Active listening
- Critical thinking & Problem solving
- Negotiating skills
- Sensitivity
- Cultural humility and competency
- Fluency in non-English languages for communities where English is not the primary language
- Emotional intelligence
- Flexibility and adaptability

The Contact Tracer Team will activate ONLY upon notification of confirmed or suspected COVID-19 case either by the HR-Nurse Health Department or the COVID19-19 Response

Team, any other contact with the CTT will be forwarded to a member of the Nurse Health Service Team for confirmation. The Nurse Health Services Lead will assign cases based on established processes and procedures that will be established. The Hudson County Department of Health Human Services will be an available resource for JCPS Human Resources Health Services as we are all working toward the same goal, to keep the community safe.

Critical Area of Operation #7: Facilities Cleaning Practices

The JCPS Facilities Department will follow the guidelines in accordance to The Road Back Recovery recommendation outlined below. Schools should maintain social distancing practices to the maximum extent practicable while applying the standards set forth by the State of New Jersey.

Anticipated Minimum Standards:
The Jersey City Public Schools will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local Department of Health and Human Services as they arise. The JCPS is developing a Standard Operating Procedure program to roll out comprehensive staff training on best practices to clean, disinfect, all high traffic, and targeted areas, including any methods and materials to be used by the District.

The JCPS at a minimum must:
- Develop a schedule for increased, routine cleaning and disinfection included in the District's policy.
- Routinely clean and disinfect surfaces and objects that are frequently touched. The routine may include cleaning objects and surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. For disinfection, the most common EPA-registered household disinfectants should be sufficient. A list of EPA-approved products against the virus that causes COVID-19 is available on the EPA's website. JCPS will follow the manufacturer's instructions for cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) Examples of frequently touched areas in schools:
  - Classroom desks and chairs
  - Lunchroom tables and chairs
  - Door handles and push-plates
  - Handrails
  - Kitchens and bathrooms
  - Light switches
  - Handles on equipment (e.g., athletic equipment)
  - Buttons on vending machines and elevators
  - Shared telephones
  - Shared desktops

- Shared computer keyboards and mice
- Drinking fountains
- School bus seats and windows

Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by tv Environmental Protection Agency (EPA).

Additional Considerations Regarding bathrooms:
- Avoid crowds by limiting the number of students who can enter at once and recommended maximum occupancy limited to no more than two(2) students or staff
- Designate staff members to enforce limited capacity and avoid overcrowding
- Consider purchasing no-touch foot pedal trash cans, if possible.
- Prop doors open to prevent touching handles.

Drinking fountains should be cleaned and sanitized but encourage staff and students to bring their water to minimize the use and touch of water fountains. If not a touchless mounted fountain, the recommendation would be to shut off the fountain during the Public Health Crisis to the safety of students and staff.
- The District is reviewing a process for routine cleaning and disinfecting of furniture according to nj.gov/education30 on materials used in furniture in each school building.
- Provide EPA-registered disposable wipes to teachers and staff for the commonly used surfaces (e.g., keyboards, desks, remote controls) to wipe down before using to ensure proper protocols.
- Ensure adequate supplies to support cleaning and disinfection practices.
- Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensure appropriate ventilation, to avoid exposing students and staff to toxins or fumes.

The cleaning of an area, school, or facility after the Health Department has identified a positive COVID-19 virus is extremely important to the District. The COVID-19 Response team will consult with Human Resources and the Department of Health & Human Services to implement short-term closure of a classroom or school to contain or prevent the spread of infection. Once a COVID-19 is confirmed in a school building, the CDC recommends the following procedures:

- Close off the areas used by a sick person and avoid it 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.
- Open outside doors and windows to increase air circulation in the area.
- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing primarily on frequently touched surfaces.

Critical Area of Operation #8: Meals

The JCPS Food Service Department will continue to provide students with a nutritious breakfast and lunch. According to The Road Back Plan, its recommended Schools should maintain social distancing practices during feeding sessions to the maximum extent practicable.

- All meals will be served in classrooms or outside when possible instead of a group dining area.
- Serve individually plated meals or meals in pre-packaged boxes or bags.
- Ensure students are not sharing food.
- Use disposable food service items (e.g., utensils, dishes).
    - If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Encourage proper hand washing before and after eating meals.

- Breakfast will be a grab and go meal with students eating in the classroom.

- Students from preschool to eighth grade will eat lunch in the classroom to maintain social distance and reduce contact between groups of students.

- High school students will have a grab and go lunch.

- Meals will be available for students participating in remote learning using procedures that will be determined.

Anticipated Minimum Standards for meals in a cafeteria:

- Stagger times to allow for social distancing and clean and disinfect between groups.
- Discontinue family-style, self-service, and buffet meals
- Clean and sanitize tables/surfaces between each meal service according to the protocols outlined here by the Environmental Protection Agency (EPA).
- Space students at least six feet apart.
- Individuals must wash their hands after removing their gloves or after directly handling used food service items.

Additional Considerations

- Consult the New Jersey Department of Agriculture for additional information regarding compliance with Child Nutrition Program rules and regulations.

The District will review the procedures that were extremely successful providing meals to the community to ensure that students eligible for free and reduced meals have access when attending classes in person or receiving instruction remotely.

Critical Area of Operation #9: Recess/Physical Education

The Jersey City Public Schools is committed to students' wellbeing and recognizes that recess increases productivity and intellectual capacity. It is a necessary break from the rigors of academic challenges in the classroom. But equally important is that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits. Schools will organize as best as possible to provide recess time in marked off areas to ensure separation between students. Recess will be staggered by groups and staff will disinfect any playground equipment between uses. JCPS locker rooms will be closed. Students will be encouraged to wear comfortable clothing and safe footwear to school to participate in physical education classes without needing to change.

Critical Area of Operation # 10: Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours

Extra-curricular activities, including before care, after school care, expanded learning, field trips, and home instruction are an essential part of our students' physical, social, emotional, and academic development and well-being. The benefits are plentiful, but it comes with many logistical challenges during the pandemic. Accordingly, the District's priority is the safety of our students, staff, and the Jersey City community. We expect that all students participating in their respective programs attend on their scheduled day, whether in person or remotely.

The academic support programs, such as 21st Century, CASPER, and Morning Stars, will occur in alignment with the school's A/B/C schedule adhering to all health and safety protocols. These programs that involve students from different classrooms or cohorts will be implemented with social distancing and masking protocols when social distance cannot be maintained.

At this time, the District will adhere to the CDC and The Road Back recommendations of no traditional field trips, no school assemblies, and no gatherings of groups/classrooms of students. Teachers may schedule virtual programs and field trips.

State regulations require that the District continue to provide home instruction (NJAC 6A:16-10.1-2) for eligible students. Therefore, home instruction will continue to occur, when necessary, and it will take place remotely. All home instruction teachers will connect with their students utilizing the District's authorized platforms Google Classroom and Google Meet.

We value the support that extra-curricular organizations provide our students and understand that some students have experienced academic loss. Where possible, the District will find ways to continue the relationship with outside providers and make available new experiences after establishing well-developed operational practices that ensure health and safety procedures. When the District can allow outside organizations to use the schools, all the rules and regulations for social distance, hygiene, and the wearing of masks will apply.

Athletics

The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for guiding New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA also convened a Sports Advisory Task Force comprised of athletic directors from across the State.

The Jersey City Public School Athletic Supervisors understand the positive impact of participating in organized athletics in the physical, academic, psychological, and social-emotional development of students. Furthermore, they know the possible post-secondary ramifications that may be denied to student-athletes should they be denied the opportunity to participate in interscholastic athletics, including, but not limited to:
1. The chance to gain acceptance to colleges and universities that might otherwise not be available;
2. The chance to be offered financial assistance by way of athletic scholarships;
3. The ability to learn leadership skills and time management skills and participate in a school-sponsored athletic team, all of which are factors in the college application process;
4. The opportunity to be part of a team of peers will foster social-emotional growth and assist in mental wellness;

Sports Advisory Task Force Guiding Principles:

The NJSIAA Sports Advisory Task Force members believe that participation in athletics enhances the educational experience of all students. The principles below served to help guide committee members in their decision-making process.
1. Ensure the health and safety of all student-athletes.
2. Re-engage all student-athletes as soon as possible for their social, emotional, and mental well-being.
3. Maximize participation across all sports and all student-athletes.
4. Keep the competition as local as possible for as long as possible.
5. Develop multiple return-to-play models to minimize the risk of a canceled season.
6. Maintain the ability to pivot to back-up plans when deemed necessary.
7. Minimize potential impact on the spring season.
8. Minimize the importance of postseason, statewide championships.

As per the NJSIAA, the Athletic Committee established the following guidelines for the start of the high school fall season:

Virtual Contact Period: From Saturday, August 29, 2020, through Sunday, September 13, 2020, FALL coaches only may have virtual contact with their student-athletes. Therefore, there may be no in-person practices, scrimmages, or games during this time.

Scrimmages: Schools will have the opportunity to participate in one preseason scrimmage with a neighboring school. The scrimmage may occur any time within seven days of the regular season start date for that sport. When possible, schools are encouraged to participate in "intrasquad" scrimmages and utilize officials to provide additional preseason preparation.

Postseason: The NJSIAA will strive to open postseason participation to any school wishing to participate. However, there will be no singles or doubles tournament in girls' tennis.

Policy and Funding

School Funding

The Jersey City Public School District shall explore options to obtain the maximum amount of available revenue to minimize expenditures and fiscal planning in the face of considerable uncertainty. The options will include but are not limited to, the following:

1. Elementary and Secondary School Emergency Relief Fund;
2. Corona virus, Aid, Relief, and Economic Security (CARES) Act
3. State School Aid
4. Available Philanthropic Grants

The Jersey City Public Schools will utilize all available resources including, the Federal Coronavirus Aid, Relief, and Economic Security" (CARES) Act monies to directly combat the COVID-19 disruption and closure of our schools. The budgetary challenges existed before the public health crisis, but the Pandemic exacerbates an already challenging situation of funding. The Jersey City Public School will utilize the CARES Act funding, excess fund balance, and grants or donations. It will seek FEMA reimbursement to ensure the health and safety of the students and staff of the Jersey City Public Schools.

Although the Local Public Contract Laws (LPCL) have not been relaxed during this public health crisis, the Jersey City Public Schools continue to follow all LPCL to procure supplies and materials to reopen the Schools.

Continuity of Learning

As we plan to enter the 2020-2021 school year, the district's vision of Educating Greatness by providing Enrichment, Acceleration, Resources and Support (E.A.R.S.) for all students continues.

Building a reopening plan that ensures continuity of learning dictates that we document the successes and shortcomings in the spring of 2020 distance learning implementation to inform our decisions and plans for the reopening of schools in the fall of 2020. During the upcoming school year, it is of the utmost importance that individual student needs and equity are at the center of all learning experiences. Flexibility is essential when planning for the fall, and the Jersey City Public School District is prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

Virtual and Hybrid Learning Environment

During the school closure, the students of JCPS used a combination of both asynchronous, which occurs through online channels without real-time interaction, e.g., learning packets, and synchronous online learning or distance education happens in real-time. During the 2020-2021 school year, synchronous learning will be the primary method, and asynchronous learning will be the secondary method by which teaching and learning occur. The shift to a predominantly synchronous learning environment is preferred because it increases access to live teaching experiences to reduce the family burden to support student learning. To achieve effective synchronous learning, a learning management system and a conferencing platform that work seamlessly is an essential component. The methods of synchronous virtual learning will be through the learning software/platforms GSuite, Google Classroom, Google Meets, Google Docs, Google Sheets, Google Slides, Google Forms, YouTube, and Zoom, etc.

The instructional plans for the Jersey City Public Schools will provide a flexible schedule that will allow students to be engaged in-person or virtually. All stakeholders will have a shared understanding and expectations for the implementation of a hybrid model. These expectations will include a daily schedule, engaging instructional strategies, and rigorous resources that are available in digital format.

Full Time Online Instruction Option

The Reopening School Plan offers families the option of full-time online instruction as a replacement to in-person instruction within our schools. This option is available to any family with the commitment to continue full-time online learning for at least the first marking period. Families who choose full-time remote education will be able to reevaluate their choice after the first marking period to change their preference and have their child(ren) receive in-person instruction instead.

Elementary (grades PreK-8) Student Schedule:

- Instruction begins at 8:30 A.M., and dismissal time is 2:45 P.M. Students will have both breakfast and lunch.

High School Student Schedule:

- 8:30 A.M, and dismissal time is 1:00 pm. Breakfast will be available and students can take a "Grab and Go" lunch before exiting the building

Hybrid Model

In the hybrid model students will be organized into 3 cohorts (33% of class enrollment) which will rotate between in person and remote learning. Each group will receive 5 consecutive days of instruction followed by 10 consecutive days of remote instruction. The charts below are an example of how the cohorts will rotate through a 15-day cycle.

Days 1-5

Cohort	Location	Instruction	Type
A	School	Physically in person receiving live instruction; interacting with google classroom	Synchronous
B	Home	Receiving remote instruction - live stream Google assignments Pre-recorded lessons and support videos	Asynchronous and Synchronous
C	Home	Receiving remote instruction live stream Google assignments Pre-recorded lessons and support videos	Asynchronous and Synchronous

Days 6-10

Cohort	Location	Instruction	Type
B	School	Physically in person receiving live instruction; interacting with google classroom	Synchronous
C	Home	Receiving remote instruction - live stream Google assignments Pre-recorded lessons and support videos	Asynchronous and Synchronous
A	Home	Receiving remote instruction live stream Google assignments Pre-recorded lessons and support videos	Asynchronous and Synchronous

Days 11-15

Cohort	Location	Instruction	Type
C	School	Physically in person receiving live instruction; interacting with google classroom	Synchronous
A	Home	Receiving remote instruction - live stream Google assignments Pre-recorded lessons and support videos	Asynchronous and Synchronous
B	Home	Receiving remote instruction live stream Google assignments Pre-recorded lessons and support videos	Asynchronous and Synchronous

There will be a fourth group of students that will be strictly remote and will not be part of the rotational cycle.

Specific schedules for online instruction will be finalized and communicated in late August 2020 as families notify the district of their intentions. Based on the responses, students will be scheduled to a cohort within the rotation.

Learning Management System

All teachers are expected to utilize Google Classroom as the primary Learning Management System, ensuring that all students are receiving a quality learning experience, whether using the hybrid model or remote learning. To build capacity and facilitate a fully integrated online learning environment, all JCPS staff will be required to create their google classroom, including all specialists, CITs, CSTs, CTTs, School Counselors, supervisors, and all building-level administrators. The use of google classroom will allow the following:

- Teachers can streamline and manage their classes. Teachers will be able to use all of Google tools like Docs, Drive, and Calendar, "shortcuts" for the classroom. For example, if you post an assignment with a due date, it's automatically added to the class calendar for your students to see.
- Teachers will be able to digitally organize, distribute, and collect assignments, course materials, and student work. Teachers will be able to post a task to multiple classes or modify and reuse assignments.
- The use of Google Classroom will eliminate the need for items to be distributed and handed in, reducing the risk of cross-contamination and exposure.
- Teachers will be able to communicate with students about their classwork. They can use the platform to post announcements and reminders about assignments, and it's easy to see who has or hasn't completed their work.

- Students will receive timely feedback on their assignments and assessments. Within Google Classroom, it's possible to use Google Forms to create and share quizzes that are automatically graded as students turn them in.
- Google Classroom will allow teachers to customize assignments for individual students or small groups. This means teachers can give varied or different tasks to particular students or groups in a class.
- Google Classroom also allows for teachers to send out updates about students' classwork. Google refers to parents and families as "guardians" who can opt-in to receive email summaries about missing work, future work, and other class activity.
- Google Classroom offers several ways for students to collaborate. Teachers can facilitate online discussions between students and create group projects within the Classroom. Also, students can work on Google Docs, which have been shared by the teacher.
- Students will have increased engagement. Most digital natives are comfortable with technology and will be more apt to take ownership of their learning through the use of technology. Google Classroom offers numerous ways to make learning interactive and collaborative. It provides teachers the ability to differentiate assignments, includes videos and web pages into lessons, and create collaborative group assignments.
- Through Classroom, teachers are easily able to differentiate instruction for learners. Assigning lessons to the whole class, individual students, or groups of students takes just a few simple steps when creating an assignment on the Classwork page.
- To make learning meaningful, teachers should analyze data from assessments to ensure students understand learning objectives. Data from assessments can easily be exported into Sheets for sorting and analysis.

Adaptive software and technologies

The Pandemic has resulted in the need to modify and supplement the approved curricula to sustain and qualify instruction through remote learning. To spark students' curiosity, allow for differentiation, and to gauge the knowledge of their students, teachers will continue to implement adaptive software and technologies. Adaptive software and technologies are online educational systems that analyze students' performance in real-time and use data to adjust students' academic profiles.

There are many benefits to adaptive software and technology. Adaptive technology components include pre, post, and progress assessments, as well as build and adapt profiles for individual students. The technology can support students who are below, on, or above grade level. These tools give students the ability to monitor their progress for a sense of responsibility and accomplishment within their academic achievement. Teachers are provided with a wealth of data

from these programs that they can use to develop lesson plans, personalize learning, and differentiate instruction.

Adaptive software and technologies are a supplement to the curriculum. It is presented through Google Classroom and is never meant to be used as a stand-alone or to supplant the district approved curriculum or remote learning platform. Various district-approved software platforms and adaptive technologies (see chart below) have proven to be effective instructional tools. The Board approved this list of Education at the April 30, 2020 meeting. Schools and teachers may continue to utilize other technologies as supplements to the established curricula.

Rosetta Stone	Pearson Easy Bridge	Think Central - Go Math	Mystery Science	Pearson Realize
AES Digital Curriculum	My AP Classroom	By HMH	McGraw Hill	VHL Central
Let's Go Learn	Holt McDougal	Choices Program	Studies Weekly	Achieve 3000
Albert	Benchmark Education Company	Code.org	CollegeBoard /Khan Academy	Destiny Library
ED for Science	Edulastic	Epic!	Everfi	First in Math
Infinite Campus	IXL	Kickboard	Kinvolved	Learning Ally
Learning.com	MathSeeds	Measuring UP	Myon*	Naviance
Newsela	NJcan	NoteFlight Learn*	Open Ebooks	Performance Matters
Rethink Ed	Scholastic	Shmoop*	SmartyAnts	Sumdog
Summit Learning	Tynker	Voice Thread	Continentalebooks*	Myngconnect*

In addition to Google Classroom, teachers will be using (depending on grade level) one of the following educational apps to assist in communication with parents.

- **REMIND-** (Grades 6th-12th) is a communication platform that helps every student, whether in the classroom or at home. Remind makes it easy to stay connected to the

school community by sending real-time messages to any device, message a class, a person, or a small group.

- **ClassDojo**- (Grades PreK- 5th) is an app where students can earn points in areas designated by the teacher. Kids can view their progress, and so can parents. The app also helps teachers and parents communicate with each other.

Video and Live Streaming Platforms

Google Classroom is the first component of the remote learning system. The second part of the hybrid and remote learning experience will incorporate the use of Google Meets and Zoom for all live streaming communication. In the virtual classroom students and teachers will interact through a specific online medium (i.e., Google Meets, Zooms, YouTube,etc.):

- Teachers will create demonstration videos of skills that are going to be taught daily. These videos will be created by individual teachers or a team of teachers. Teachers must ensure that there is some interaction with a staff member.
- Office Hours (breakout sessions) with students using google meets/zoom to "check-in" with students who are virtual to ensure their understanding of the concepts.

All classrooms will engage in virtual communications. Live streaming communication will give students a sense of belonging to the class as a whole and ownership of their learning. Google Meets and Zoom will be utilized based on the advantages below.

- Provides live communication for students learning remotely to view and participate in classroom discussions.
- It provides a platform for teachers to pre-record lessons and post them on the Google Classroom site.

Social-Emotional Learning

Social-Emotional Learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators' and staff's strengths. Key to the success of this initiative include:
- Addressing the challenges of incorporating SEL in remote learning by incorporating various apps for social and emotional learning comes when students, parents, and teachers use these multiple applications to reflect on their behavior.
- Pre-record read-aloud and videos around SEL activities and routines.

- School counselors develop a google classroom that will allow for regular student check-ins.
- Group "check-in" schedules will be set up via google meets/zoom to allow for face to face interactions with some of our most vulnerable students.

Curriculum, Instruction and Assessments

In planning curriculum, instruction, and assessment for re-opening, the Jersey City Public Schools will support teachers in learning new technologies and develop instructional practices that will engage all students in-class or remotely, to support students in need of remediation or acceleration through the use of data analysis and standards-based targeted instruction.

Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures. This loss includes not only the skills necessary to access grade-level material, but also content knowledge.

Using the New Jersey Student Learning Standards, teachers will review previous grade-level proficiencies to address gaps in learning. The progression of standards will guide teachers in how to continue the implementation of the grade-level curriculum, while embedding activities that will focus on skills-based learning using curricula resources provided.

Supervisors and instructional specialists will support teachers in their work through virtual learning walks, virtual meetings, and shared resources on content area supervisors google classrooms.

K-5 teachers will continue to implement the district's comprehensive reading program, *Reading Street*, which supports the ELA curriculum through print and digital features. *Reading Street* addresses the New Jersey State Learning Standards and prepares students for the rigor of the NJSLA. *Reading Street* contains all components of literacy in print and on-line, to effectively teach students to become readers and writers (in-person or virtually). In grades 1-5, the weekly College and Career Assessments and traditional assessments will continue to be administered as formative assessments. Students are administered mid-year and final summative assessments through the platform, Performance Matters. In Kindergarten, the students will be provided with weekly Kindergarten Progress Monitoring Assessments, writing prompts, and process writing pieces as their formative assessments.

Teachers will continue to deliver the district curriculum in Mathematics. Using the New Jersey Student Learning Standards, teachers will review previous grade-level proficiencies to address gaps in learning. The progression of standards for Mathematics courses will guide teachers in how to continue the implementation of the grade-level curriculum, while embedding activities

that will focus on content-based learning using the resources provided. Students will receive support through the use of small group instruction and independent practice to accelerate students and address unfinished learning needs.

Bilingual/ESL teachers will continue to deliver the district curriculum in Language Arts and Mathematics for all ELL students. Using the New Jersey Student Learning Standards, teachers will review previous grade-level proficiencies to address learning gaps in both content and English language proficiency skills. The progression of standards in reading, writing, and mathematics will guide Bilingual/ESL teachers in how to continue the implementation of grade-level curriculum, while embedding activities that will focus on skills-based learning and English language acquisition instruction using all required instructional resources and strategies. ELL students will receive ongoing support through the use of small group instruction and independent practice to accelerate all students and remediate language and content learning gaps.

All teachers across grade levels and content areas will receive ongoing professional development to develop strategies for evaluating students' learning gaps and implementing effective teaching practices. The curriculum and instruction department will guide teachers in using the pacing guides to identify key literature, writing tasks, and mathematical concepts that must be addressed in each marking period unit. The JCPS District will continue to offer ongoing professional development opportunities to Bilingual/ESL teachers. Mainstream K-12 teachers from targeted schools servicing ELL students will be offered ongoing SIOP training to "Make content comprehensible." All Bilingual Hubs will be offered professional development on the use of Google Classroom to assign resources to ELLs, such as MyView/MiVisión resources.

Teachers will use a variety of assessment measures to monitor progress and will make modifications to the scaffold support of students. The assessment measures must tie to standards and inform teachers if the ELA and Math standards are mastered. Additionally, Bilingual/ELL teachers will assess the district's data on how ELL students experienced instruction during remote or hybrid learning, particularly for newcomer students and students with lower English Language proficiency levels.

Curricular support

Teachers will receive ongoing support from administrators and instructional support staff to effectively implement a hybrid model. The Curriculum and Instruction department will continue to explore partnerships that will provide new and updated resources across content areas.

Bilingual/ESL teachers will meet periodically to collaborate with mainstream teachers via email, Google Meets/Zoom and in joint Google Classrooms to make the necessary accommodations and modifications to the lessons, please refer to the JCBOE ELL Modifications Checklist for Action Plan. Bilingual/ESL teachers will create Google classrooms to support the English Language

Learners students on a one-on-one basis. ESL teachers will create a schedule for "push-in" days to modify and accommodate instruction to all ELLs. Bilingual teachers will continue to use Zoom/Google Meet to have face-to-face instructional sessions 2-3 times per week to deliver instruction on their core subject in Spanish, Arabic, Hindi, Gujarati or Urdu or English as a Second Language Instruction.

Bilingual/ESL teachers will be in constant contact with the families to ensure they have what their child needs to be successful and understand what is expected of them through the remote learning experience. On a weekly basis, Bilingual/ESL teachers continually monitor all students who do not turn in their assigned work.

All new students enrolled during remote learning have been offered ESL services, if the home screening process indicates a possibility of an ESL placement. In addition, the Jersey City Public Schools District has provided Chromebooks, hotspots, and tech support to help students and their families with any technical issues.

Assessments

In accordance with the NJDOE's Restart and Recovery Plan, the Jersey City Public Schools will provide pre-assessments and formative assessments to students upon returning to school. These assessments will provide data to support remediation efforts with whole groups, small groups, or individual students. These assessments will be used to inform instruction on learning gaps and will not be entered as grades for the marking period. In addition, the Jersey City Public Schools will provide pre-assessments and formative assessments and both English and Spanish to all ELL students upon returning to school. These assessments will provide data to support remediation efforts with whole groups, small groups, or individual students in the areas of literacy, mathematics, and English Language acquisition skills. In addition, the district will analyze ACCESS 2.0 scores from the Fall 2019-2020 administration. This data will be utilized to exit all ELL students who have met the existing criteria and ACCESS overall score of 4.5 or above. These results will also be utilized to determine the growth of ELL students' English Language acquisition skills and use this information to inform, individualize, and accelerate instruction.

ELA Grades K-5

Teachers will utilize *DORA* (Diagnostic Online Reading Assessment) in English and/or Spanish as a baseline to pre-assess all general education and ELL K-5 students in September/October in order to measure growth and gaps. *DORA* is a research-based, valid criterion-referenced assessment of eight sub-skills of reading to identify students' reading ability. The assessment is a comprehensive tool for measuring high-frequency words, word recognition, phonics, phonemic awareness, oral vocabulary, spelling, fluency, and reading comprehension. The reports from *DORA* will provide a complete student diagnostic profile for teachers and parents. The classroom teachers will receive various detailed reports and graphs to interpret and provide

teachers and administrators with extensive information to individualize and differentiate instruction. Multiple reports allow teachers and administrators to target instruction with real-time data. Furthermore, K-5 schools will have the opportunity to implement *ELA Edge* that is the supplemental personalized learning add-on to *DORA*. Each student will receive a 60-lesson personalized ELA path from this program. This will allow students to work on filling their gaps during their remote days or in-class support. Teachers can also assign specific lessons based on student needs.

ELA Grades 6-12

Teachers will use Performance Matters assessments that are tied to the previous grade-level standards to pre-assess students upon their return to school. These assessments will measure grade-level competencies in reading comprehension and writing of the literary analysis task. Students in grades 6-8 and those in grades 9-12 that have been identified as reading below the 8th-grade level, will also be administered the *DORA* (Diagnostic Online Reading Assessment) to assess the sub-skills of reading fluency, vocabulary, and comprehension of text. Teachers will continue to provide formative assessments throughout the marking period to monitor progress. These assessments are available following the district curriculum and using the *HMD Lit* resources or the *INTO Lit* materials for students in the CAR pilot for grades 6-8. Students who are enrolled in advanced placements courses, AP English Language, or AP English Literature, will utilize the pre-assessments embedded in the curriculum and aligned to the College Board platform. ESL teachers will provide formative assessments upon an ELL student's return to school to gauge and monitor the student's English language proficiency level.

Mathematics Grades K-8

Teachers will utilize diagnostic assessments in Go Math found on the Think Central Platform. Prerequisite Skills Inventory in the Chapter Resources can be given at the beginning of the school year or when a new student arrives to assess students' understanding of prerequisite skills. In addition, teachers in K-5 can also utilize chapter-based Show What You Know assessments in Go Math's Personal Math Trainer. Teachers will incorporate these assessments into the beginning of each lesson during Open The Chapter. Bilingual teachers will utilize diagnostic assessments in Spanish found in Go Math on the Think Central Platform. Prerequisite Skills Inventory in the Chapter Resources can also be given at the beginning of the school year or when a new student arrives to assess students' understanding of prerequisite skills.

Mathematics Grades 9-12

Teachers will use Performance Matters assessments that are tied to the previous course level standards to assess students upon their return to school. Formative and summative assessments will continue to be provided throughout the marking period to monitor student progress. Teachers will review student assessment data to determine the foundational skills needed to be successful to advance in their next mathematics course of study. Teachers with AP Mathematics

classes will utilize pre-assessments created on the College Board platform AP Classroom. Bilingual teachers will also utilize Performance Matters assessments that are tied to the previous course level standards to assess ELL students upon their return to school. In addition, bilingual teachers will continue to provide ongoing formative and summative assessments throughout the marking period to monitor student progress and achievement.

The Curriculum & Instruction Department continues working on the pre assessments that will be recommended in all other content areas. The Curriculum & Instruction Department will communicate assessment plans and data to all stakeholders through in-person/virtual meetings with building administrators, coaches and specialists, classroom teachers, parents, and members of the board of education. Supervisors will collaborate with district specialists and school administrators to analyze various assessment measures and provide professional development to teachers on interpreting data and implementing accelerations/interventions to address students' needs. All professional development offerings will take into account factors that can impact students' performance on assessments and consider strategies to remedy existing challenges.

Grading Policy

A grading policy was adopted by the Board of Education in June 2020. As we move into the 2020-2021 school year and each student has access to a device and internet connectivity, and a set schedule during the school day, the policy will be reviewed to make any suggested changes.

All grades are expected to be entered in Infinite Campus allowing parents access to their child(ren)'s academic success when they check the Parent Portal. Guidelines for grading will be further discussed.

Attendance

The Jersey City Public Schools Attendance Policy, as outlined in the Code of Conduct will continue to be in effect. In order to address the remote learners' attendance the following items will also be part of the attendance policy.

- Attendance will be taken for students enrolled in the Jersey City Public Schools and recorded on Infinite Campus every day school is in session.
- Attendance must be reported in Infinite campus for students both in-person and virtual .
- Students who are virtual are required to sign-in to their google classroom during their scheduled class time.

Code of Conduct

Remote learning is an extension of the classroom and is therefore expected that all students should adhere to the Student Code of Conduct when physically in the building or in a remote

learning environment. This includes but is not limited to; dress code, use of technology, HIB, sexting, and other inappropriate uses of technology, academic integrity, etc.

Professional Learning

Overview

The following guidelines and mandates are intended to support schools in addressing the difficulties resulting from extended school building closures and planning professional development for the new school year. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social-emotional, health, and academic needs of all students. It is imperative that professional learning better equip leaders, staff, substitutes, students, and parents/caregivers with the resources necessary to adapt to altered educational environments and experiences.

All professional learning will continue to meet the regulatory requirements in N.J.A.C. 6A:9C1.1 through 5.4. Professional learning will continue to be aligned with the Professional Learning Standards identified in N.J.A.C. 6A:9C-3.3 and be ongoing, job-embedded, sustained, and lead to meeting the needs of all learners.

With the needs mentioned above in mind, a robust, rigorous, and leveled schedule of professional development in the areas of technology related to remote learning and the expectations of the District have been and continue to be developed. The professional learning experiences are all designed to ensure high-quality instruction for all students. The professional learning plan will grow each educators' professional capacity to deliver developmentally appropriate, standards-based instruction in a hybrid or fully remote learning environment.

Professional development plans (PDPs) for teaching staff and administrators remain flexible and adaptable to the changing needs of the district, school, and individual educator. Teachers, supervisors, and administrators learning new technologies, virtual instructional methods, peer supports, and other collaborative efforts will count towards the 20 hours of Professional learning.

A series of professional development opportunities have already been developed for summer learning starting August 3rd and ending and August 21st. Additional professional development is being developed and will be effectuated for the entire 2020-2021 school year.

Summer Learning Experience

The pandemic of COVID-19 altered the style of teaching from daily live classroom instruction to fully remote learning. During this transition, administrators, teachers, and students utilized virtual platforms with various challenges. Due to the unforeseen circumstances of COVID-19 and the challenges the district faced during virtual instruction, the Curriculum and Instruction Department noticed the increased need for professional development.

In an effort to meet the needs of all across the district, the Curriculum and Instruction Department created a survey to identify the specific areas of concern within virtual instruction. The survey focused on the GSuite Applications and asked participants to utilize a rubric to self-rate their knowledge with various remote learning platforms and applications. Within the survey, participants were asked if they held any Google Certifications, who would be interested in presenting on a specific topic, as well as suggesting future workshop topics. A Professional Development Committee was formed to organize and develop the Super Summer Sessions.

Participants Surveyed
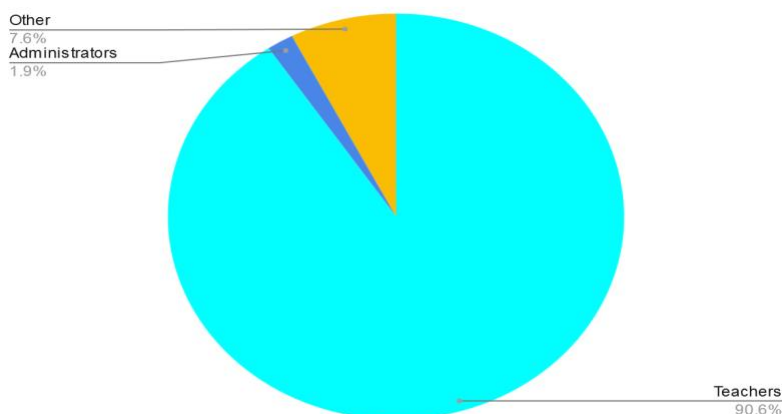
Total Responses	1,506
Administrators	29 (1.9%)
Teachers	1,391 (90%)
Other	116 (7.7%)

Survey Results
Percentages of participants who rated themselves a 1 & 2
(Limited Knowledge & Some Knowledge)
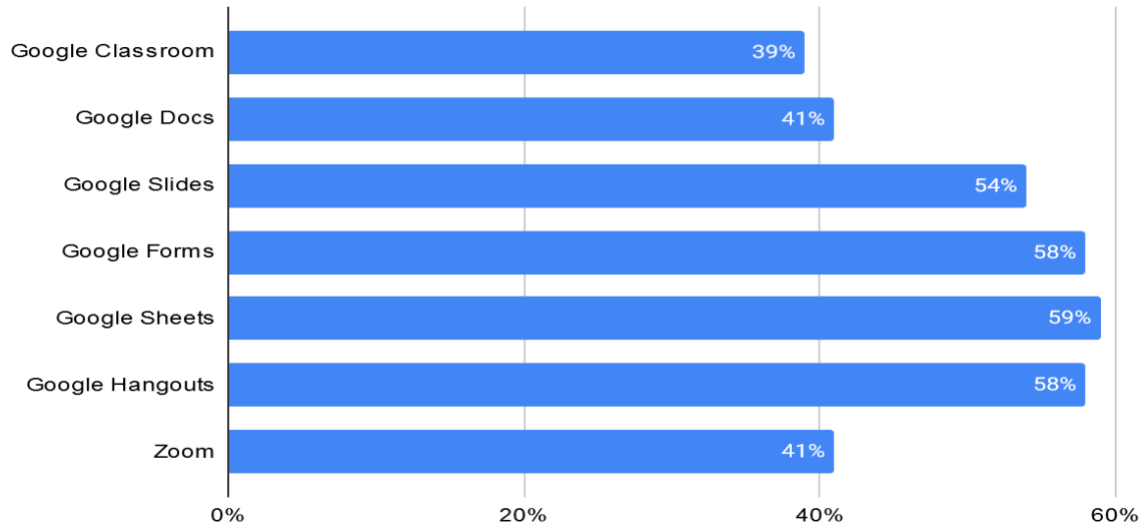
Google Certification

Level 1	155 participants
Level 2	35 participants
Trainer	4 participants
Innovator	4 participants

The results of the survey also indicated that 79 people would be interested in presenting. This number included both administrators and teachers. Interested presenters were asked to submit a description of their proposed session, along with a brief recording of the topic. From this, the committee chose the most suitable sessions. A flyer was created to inform district staff that professional development was available from August 3rd - August 20th, 2020.

A total of 93 sessions were offered for staff across the district. To ensure that the presenter and the participants gained the most from each session, registration was limited to 15 participants for a majority of the workshops. These sessions included numerous GSuite applications, as well as several remote learning platforms, and art sessions. All Super Summer Sessions were posted on the Intranet, having an overwhelming response in registration. For sessions that had a high level of demand, there is more than one opportunity to attend.

Super Summer Sessions Scheduled for August 2020

Topic	Projected Attendance	Attendance on Date	Survey Results
Comments, Writing, Templates, and Prompts with Docs & Slides (Beginner) (x2)	70		
Creating Breakout Boxes & Escape Rooms with Google Forms (Beginner) (x2)	69		
Clickable Bitmoji Classroom Templates in Google Slides (Intermediate) (x3)	45		
Creating Interactive Choice Boards/Learning Menus on Google Slides (Intermediate) (x3)	45		
Data Flow from Google Quizzes to Google Classroom to Infinite Campus to Students and Parents (Beginner) (x2)	70		
Data Flow from Google Quizzes to Google Classroom to Infinite Campus to Students and Parents (Intermediate)	35		
Engaging Activities with Google Slides (Intermediate) (x3)	45		
Engaging Activities with Google Slides and Sites (Intermediate) (x3)	45		
Enhancing Google Meet (x3)	45		
Google Classroom and Apps for Beginners (x3)	44		
Google Classroom: Staying Organized and Prepared for Beginners (x3)	45		
Google Classroom: Tools and Tactics (Intermediate) (x3)	45		
Google Drive and Class Shared Drive (Beginner) (x3)	44		
Google Forms & Quizzes (Beginner)	35		

Google Forms & Quizzes (Intermediate)	35		
Using Google Forms at the Class and Schools Level (Beginners) (x3)	46		
Google Forms for Data Collection in Google Classroom (Beginners) (x3)	45		
Google Sheets for Beginners (x3)	45		
Using & Managing Google Classroom Effectively (Beginners) (x3)	45		
Student Engagement in Google Apps & Instructional Design for Remote Teaching (Beginner)	35		
Student Engagement in Google Apps & Instructional Design for Remote Teaching (Intermediate)	35		
What's New In Google Meet for Fall 2020 (Beginner)	35		
What's New In Google Meet for Fall 2020 (Intermediate)	35		
Mondrian Inspired Artwork Using Google Sheets (Intermediate) (x3)	48		
Creating Hyperdocs for Comprehensive Lessons (x3)	43		
Navigating and Using Performance Matters (x3)	45		
3 Steps to Master Khan Academy (x3)	42		
Using SeeSaw in the K-5 Classroom (x3)	45		
An Alternative to Powerpoint: Creating Videos for the 21st Century (x3)	45		
Getting Started with Nearpod (x3)	45		
Digging Deeper: Using Culturally Responsive Literature to Increase Student Motivation (Flipgrid) (x3)	45		

Future Smart for Financial Literacy (x3)	34		
Remote Formative Assessment and Polling (x3)	45		
Culturally Relevant Teaching: The What, How, and Why (x3)	46		
Effective Planning of Student Centers to Differentiate Instruction for World Language Classrooms (x2)	30		
PBL and Online Language Learning Tools (x3)	45		
Black Artists who Influenced Art Education: Augusta Savage and Charles Ethan Porter	25		
Observational Drawing and Pattern Making A La William Morris	25		
Perspective Drawing	25		

School Year Learning Experience

The professional development that will be mandated through the 2020-2021 school year is being developed through a series of surveys for all administrators, supervisors, teachers, teacher aides and assistants, and support staff. The surveys are specifically designed to identify the level of proficiency of the personnel mentioned above in the areas of Google classroom as well as various applications that are most commonly used in conjunction with Google classroom in the G Suite.

The data gleaned from the surveys will be used to develop a three-tiered system of training: beginner, intermediate, and advanced. The beginner level series of training will include face to face, hands-on professional development following CDC guidelines. Additionally, the beginner level series of training will consist of videos, handouts for staff during the training, and on hand once the training is completed as reference material. In the event face-to-face instruction is not possible; the beginner level series of training will be done in small group online sessions.

Intermediate and advanced level training will be done virtually and also have a series of links and supporting material associated with the training to be used as a reference after the training sessions.

Additional surveys will be administered to teachers at the end of every marking period. Supervisors and administrators will also be surveyed quarterly.

- Staggering the schedules of surveys will allow administrators and supervisors to have training on areas of need before having to deliver it to teachers.
- They are ensuring that novice provisional teachers, teachers new to the district, and other new staff have sufficient training in the technologies that will be used.
- Regular surveys of staff proficiency levels will allow professional development to be customized by individuals and ensure that meaningful professional development is being provided in targeted areas of need to promote the growth of all staff.

The professional development opportunities scheduled throughout the school year will consist of building level and district level learning experiences. Building administrators will develop a comprehensive yet fluid professional development plan with supervisors, instructional coaches, instructional specialists, and highly proficient level building staff. District departments' personnel will provide professional development for administrators, supervisors, teachers, and support staff.

It is suggested that teachers and instructional staff engage in structured professional learning a minimum of four times per month. Additionally, it is suggested administrators, supervisors, and all other personnel participate in formal professional sessions a minimum of 2 times per month. These learning experiences will be virtual for intermediate and advanced level learners based on the survey results. Personnel identified as level one, or level two will take part in face to face learning experiences, following CDC guidelines, to ensure they have the greatest support as they navigate the new technologies. The number of professional sessions can be adjusted to fit the school and district schedule.

Virtual Learning Libraries

To support the professional development offerings building administrators and supervisors will develop online professional development libraries via the JCPSNJ Google Classroom platform. Utilizing the JCPSNJ Google classroom platform to grow professional development libraries and resources has three advantages.

- The first advantage of using the JCPSNJ Google Classroom platform is the teachers, supervisors, and administrators will all gain valuable knowledge as they develop their classrooms. It is vital that administrators and supervisors have a working knowledge of Google classroom and all associated applications to support the teachers. Therefore, the teachers can better support their learners.

- The second advantage of having administrators and supervisors run their own Google classroom is that they will be invited to other administrator and supervisor classrooms

and see what we would normally consider the student side of the classroom. Administrators and supervisors, a community of learning leaders, will have to engage in the content as students will have to engage with content on their teacher sites. This will provide a dual level of knowledge for the administrators and supervisors to provide comprehensive and well-rounded support for teachers. Teachers will be using Google classroom every day and, by default, will learn how to better use the system over time. Asking administrators and supervisors to also engage in the same platform will provide them with continuous exposure and experience without directly participating in training sessions.

- The third advantage is that resources for learning the technology and providing substitutive engaging lessons will be organized and available to teachers throughout the school year in a common, easily accessible location. Additionally, if all of the Google platforms are done through the JCPSNJ domain, then all of the resources are shareable between the users.

Every school building administrative team will have one Google classroom for their teachers to access training videos, support materials, available handbooks, and any other school-wide information the administrator deems necessary. The building level Google Classroom will be updated regularly with new materials and be expanded to fit the building needs over time. All staff will be invited and are required to join the building level google classroom.

Each content or grade-specific supervisor (s) we'll have a Google classroom for their teachers to access subject or grade-specific content, including videos, assignments, lesson plans, and other relevant material. The material will include descriptions of where the material is applicable within the curriculum and the standards being addressed. The materials on the Google classroom need to be developed, managed, vetted, and updated quarterly at a minimum.

Handbooks

The Google Classroom Handbooks are being created as a helpful resource for all administrators, teachers, specialists, and clerks. In the event of hybrid instruction, the Jersey City Public School District will be utilizing Google Classroom as the virtual platform for all. In realizing that there are different levels of comfortability with virtual instruction, each handbook is designed with embedded sections for beginners, intermediate, and advanced users. These handbooks are designed to be an active resource for all during both in-person and remote instruction. Provided within each handbook are step-by-step guides in creating a Google Classroom, as well as uploading assignments, viewing student work, and providing feedback. As the levels of comfortability with Google Classroom progress, different resources can be found that are reflective of beginner, intermediate, and advanced users.

Mentoring and Induction

The Jersey City Public Schools will continue to host pre-service/ clinical experience teachers. These candidates will be matched with a cooperating teacher certified in the appropriate subject area through the Curriculum and Instruction Department in partnership with the sending College/University and the building administration of the placement site. This will ensure that the cooperating teachers possess the necessary prerequisite skills to support these interns through both in-person and remote instruction. All pre-service teachers will partner with their cooperating teachers to complete the necessary clinical hours through the proposed hybrid instruction model.

All novice teachers and teachers new to the district will be assigned a qualified, certified mentor. These pairs will be selected by the building administration to ensure that mentors possess the necessary prerequisite skills to connect and deliver support through the proposed hybrid model and remotely.

Mentors and novice provisional teachers will agree upon the scheduling, structure, and communication strategies that they will use during the mentoring experience. This information will be shared with a building administrator to ensure implementation.

All teachers and interns will have access to additional professional development provided by the district to support the use of available online tools and resources for remote instruction and staff collaboration.

Teacher Evaluations and Accountability

Schools will develop observation schedules with a hybrid model in mind. Building administrators/supervisors will attend virtual classroom lessons to support and evaluate teachers. Additional guidance from the NJDOE will be reviewed and implemented as it is released.

**Family and Community Engagement**

In an effort to support parent engagement during hybrid and remote learning, all students will be provided with an Infinite Campus login, which will be used by parents to access the district's Infinite Campus Parent Portal. The Infinite Campus Parent Portal will provide the parent with important information about their child's academic progress for each of their enrolled classes. Parents will be able to review their child's grades on all assignments and assessments. Also, parents and caregivers will be able to review their child's attendance as recorded by the teacher and receive notifications if their child is reported absent. Thus, parents will have the opportunity to learn about their child's ongoing progress, acknowledge their child's efforts, receive real-time notifications concerning attendance, and make informed decisions on whether they need to communicate with their child's teacher regarding additional academic support.

Workshops

In order to support parents' and caregivers' understanding of online platforms that will be utilized for remote learning, the subcommittee is recommending that each school conduct parent workshops on Google Classroom and Infinite Campus Parent Portal for their school's PTA/Parent Council. The workshops will introduce the parents to the online platforms and assist participants in navigating the features of each platform. Most importantly, the workshops will focus on how both platforms can be utilized to support ongoing communication between teachers, students, and parents. Moreover, parents will be provided the opportunity to learn online about Google Classroom and Infinite Campus Parent Portal from a series of "How To" videos, which will be posted on the district's website and each school's web page. The videos will illustrate the steps necessary to access each platform and how to navigate its features.

Technical Assistance for Google Classroom/Infinite Campus Portal

In order to provide continual support to parents and caregivers as they assist their child's remote learning, it is suggested each school select staff to serve as their school's contact person to assist parents' navigation of Google Classroom. The "Google Guru" will address all parent questions and/or concerns involving Google Classroom and other Google Applications, including Google Forms, Google Docs, and Google Meet. The Google Guru would be "on-call" via email each day between a specified timeframe (e.g., 5:00 pm – 6:00 pm). If the need arises, the Google Guru will serve as a liaison for the parent and share Google Classroom concerns or questions with their child's classroom teacher(s) and provide parents with responses in a timely manner.
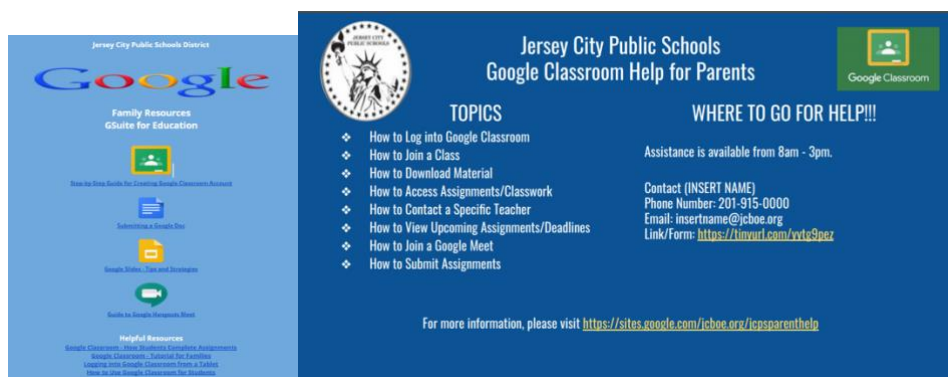
In addition, the district will be creating a series of slideshows with screencasts for Google Classroom and some additional apps (docs, slides, and forms). It will start with the basics of Google Classroom, both setting up and navigating, and be expanded on as the school year progresses., In each part, families (and students) will learn how to successfully set up their Google Classroom account, as well as navigate through Google Classroom.

Career and Technical Education (CTE)

Overview

The Jersey City Public Schools Career & Technical Education Department continues to strive for its three main goals-(1) graduate students with 30 college/university credits (2) graduate students with an Associates' Degree and/or (3) graduate students with an industry-recognized certification. These can be accomplished via pre-apprenticeships, apprenticeships, work-based learning experiences, early college project, and industry certification pathways.

Key issues to address

- Ensuring all CTE students have internet and computer
- Establishing options for students to practice hands-on skills
- CTE stakeholder conversations; engaging business and community partners
- Identifying capacity and willingness of employers to engage in work-based learning, pre-apprenticeships and apprenticeships
- Ensuring in person WBL experiences promote social distancing and workplace safety.
- Using in-person or virtual and simulated platforms for WBL
- Providing multiple measurements of assessment
- Equipping instructors and staff with technology
- Providing CTE focused professional development relevant to new instructional models and COVID-19
- Providing planning times and communities of practice
- Keeping students engaged remotely
- setting up any in-person classrooms, labs, and other facilities to ensure social distancing and safety.
- Recruiting industry professionals for virtual interactions with students
- Holding advising sessions, career fairs, and other activities with social distancing or through virtual platforms
- Providing access to virtual career information and planning portals and career exploration activities
- Scheduling CTSO activities to maximize participation of learners both on and off-campus; redesigning competitions and community projects for social distancing and virtual platforms
- Identifying shifts in labor market data and adapting programming accordingly

As part of our Perkins V/CLNA development staff submitted both in-person and virtual options for instruction; the development of JCPS's Perkins V plan has taken into consideration in person, virtual and hybrid learning options. The JCPS CTE has partnered with Hudson County Community College, St. Peter's University, Rutgers University, and NJCU to successfully deliver staff and student workshops in May and June 2019; developing a proven and effective

model of instruction. The CTE Department will continue to work with the district and partners to develop options that will best serve students. This includes the creation of culinary instruction, both virtual and in-person with Hudson County Community College. Additionally, the CTE Department will create skill kits for CTE students to practice trade techniques from home.

Glossary

Asynchronous learning occurs through online channels without real-time interaction

Synchronous learning is an online or distance **education** that happens in real-time

Hybrid learning model-is an educational model where some students attend class in-person, while others join the class virtually from home. Educators teach remote and in-person students at the same time using tools like video conferencing hardware and software.

Remote or virtual learning-**Remote learning** occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting whereas **virtual learning** is a **learning** experience that is enhanced through utilizing computers and/or the internet both outside and inside the classroom

Live streaming- refers to online streaming media simultaneously recorded and broadcast in real-time.

Google Classroom - Classroom is a free web-based platform that integrates your G Suite for Education account with all your G Suite services, including Google Docs, Gmail, and Google Calendar. Classroom saves time and paper, and makes it easy to create classes, distribute assignments, communicate, and stay organized.

Assistive technology is any item, system, or product used to improve the functional capabilities of individuals with disabilities. ... **Adaptive technology** is a subcategory of **assistive technology**; it refers to something specifically designed for people with disabilities.
https://www.thetechedvocate.org/5-things-know-adaptive-learning/

Special Education Continuous Learning Implementation Guide

The purpose of the Special Education Continuous Learning Implementation Guide is to support schools with planning for the provision of Special Education and Related Services during COVID-19. The appendices mapped into the implementation guide present additional considerations when planning for implementation across each of the areas covered throughout this resource. Schools should work with Child Study Team members, teachers, administrators and families to determine a free and appropriate public education (FAPE) for individual students with disabilities within the context of continuous learning during COVID-19 to the extent possible. The Special Education Continuous Learning Plan includes an individualized template required for every student with disabilities to support student learning. The purpose is to document the interventions, accommodations, modifications, continuous learning goals, and special education and related services to be provided addressing any regression and recoupment concerns. The Continuous Learning Plan is not intended to replace a student's IEP, but rather to document individual decisions for special education services throughout the duration of the COVID-19.

Continuous learning should reflect the following inclusionary practices:
★ All students feel a sense of belonging and value, as full members of the school community.
★ All students have access to equitable and high-quality, meaningful instruction.
★ Instruction is culturally responsive, and student and family centered.
★ That society is enriched by the inclusion and participation of diverse people, including those with disabilities, as full members of the Jersey City Public Schools community.
★ That everyone must be treated with RESPECT!
★ That everyone has worth and something to offer.
★ We nurture collaboration between students, families and school staff ensuring support for students with disabilities and their family's through the implementation of individualized education programs in the least restrictive environment.

Options for Engaging Students with Disabilities in Continuous Learning
● Continuous learning instruction may include a hybrid model that includes in school learning and virtual learning through interaction via a computer and communications technology for instruction. Other students may opt to do all virtual learning. Technology will be leveraged to provide flexibility and will address the variety of learning needs.
● Teachers will livestream what is taking place in front of the classroom so that students who remain on virtual instruction can follow along with the class from home.
● Some students may engage with materials that do not require technology access, such as printed learning materials or oral feedback. The Department of Special Education will provide specialized lessons when needed i.e. self-contained with printed lessons.

- We will use Google Classroom and Zoom to continue moving forward with instruction for students at every grade level. Teacher(s) will contact families to provide instructions on the expectations on how learning will take place through Google Classroom and Zoom.
- Each student will be provided with individualized research-based interventions towards closing the achievement gap.
- Social Emotional Learning Instruction to foster Self Awareness, Self-Management, Social Awareness, Relationship Goals and Responsible Decision Making, and include a focus on COVID stressors.
- Inclusionary Support Practices for ALL students include the following:
  1. Maintain communication to form supportive relationships with students and families, beyond considerations for instructional content. This includes social emotional learning to foster Self Awareness, Self-Management, Social Awareness, Relationship Goals and Responsible Decision Making.
  2. Develop project-based learning/choice boards offering flexibility for students and families, fostering interest, creativity, and building upon student strengths.
  3. Incorporate strategies to support students with balancing continuous learning and home responsibilities.
  4. Design and use interventions/ materials/activities that support technology.
  5. Provide individualized learning experiences utilizing accessible materials and multiple modalities.
  6. Provide students a daily visual schedule and educate them on the use of timers to promote independence.
  7. Schedule designed to include movement and brain breaks.
  8. When providing students with asynchronous instruction record video instructions for students and parents to reference.
  9. Accept all completed work. Students come from different backgrounds with varying levels of support.

This template is to support individualized student planning for the delivery of Special Education and Related Services through continuous learning instruction during COVID 19. The Special Education Continuous Learning Plan is not intended to replace a student's IEP, but rather to document individual decisions, instruction and interventions for special education and related services throughout the duration of COVID-19.

Student Name:	Student ID:
Parent/Guardian:	Phone/email:
School:	Date of Birth:

Case Manager:	Evaluation/I.E.P. Date:
Meeting Date:	Participants of Meeting:

Meeting Method: ☐ email ☐ phone ☐ video ☐ other

Interpreter needed? ☐ Yes ☐ No

Language/modality: Interpreter provided? ☐ Yes ☐ No ☐ N/A

Date(s) of School Facility Closure (To-From):

# of School Days:

Date(s) Educational Services were provided to student:

# of School Days:

Date(s) Related Services were provided to student:

Agenda for the Continuous Learning Plan Development:
- ❏ Welcome and Introductions
- ❏ Family Support Needed- technology devices, internet access, materials, etc.
- ❏ Discuss learning activities based on student and family needs
- ❏ Discuss Hybrid Model
- ❏ Discuss planning for services during hybrid model
- ❏ Discuss supports and interventions once school resumes

Present Level of Priorities: Describe the student strengths, present levels and anticipated needs for accessing continuous instruction during COVID 19?

Parent/Guardian Input:

Continuous Learning Goals:

Area of Focus:	Goal:	When and how it be

		measured:	

Accommodations, Modifications and Interventions to be Implemented to the extent possible during Continuous Learning:
(Refer to MTSS and SE Continuums)

Support Needed for Family during COVID-19
What are your current hopes for distance learning?

What are your greatest concerns?

What types of support would be most useful to you and your child during this time?
(Teacher: give examples of support *that is feasible* - e.g. phone call check ins, online meetings, hands-on activities to do at home, interactive online meetings with friends, training for parent for specific strategies, video examples of strategies)

Describe a typical day at home?
(Provide some sample daily schedules - from more structured to less structured - and ask for feedback about a schedule that works for the family.)

What other support and services are being received during this time? (i.e. community agencies)

Daily/weekly Distance Learning Schedule:

Best way to contact the teacher(s):

Teacher contact frequency: (how often?):

Special Education and Related Services During COVID 19? Past and Present

Service:	Date:	Frequency:	Modality i.e. Worksheet,	Duration:	Staff Delivering

			platform, program, etc..		Services:
Instruction:					
Related Services:					

Does the student have any regression or recoupment concerns?
- ❏ Yes
- ❏ No

If yes, please describe the compensatory related services needed as a result of COVID-19 related school closures and suspension of in-person learning?

Scheduling Framework

Scenario 1: Hybrid model with strict social distancing and capacity limits. In this planning scenario schools must limit the overall number of people in school facilities to 33% maximum occupancy. Sufficient social distancing with at least 6 feet between people must occur at all times. If distancing cannot be achieved in a space, the number of occupants must be reduced and masks must be worn.

Scenario 2: Full time Remote Learning only. This scenario may be implemented if a parent chooses full time remote learning or if a local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning/ hybrid model.

Instructional Frameworks for Hybrid Models

The instructional scheduling framework provides support and clear communication between administrators, teachers, child study teams, parents and the overall school community. These diagrams are done by program to promote a healthy and safe learning environment for when our schools reopen in the Fall.

Inclusion Model
- Students are divided equally into two groups for rotating instruction. When one team has in person instruction the other team will be watching/participating in classroom activities virtually.

- Students with disabilities will be divided equally between the two groups.
- All related services will be provided in separate spaces or remotely.
- The general education and special education teachers will co-plan and prepare lessons, activities, interventions, accommodations and modifications to meet the needs of their students.
- Support students academically and socially by enabling different modes of instruction and intervention. Virtual interventions and resources will be provided to each classroom to enhance instruction toward closing the achievement gap.
- The hybrid in-person/distance-learning model delivers in-person instruction in all schools, with physical distancing and health and safety measures in place to protect students and staff.

Inclusion Class Group A Red Team

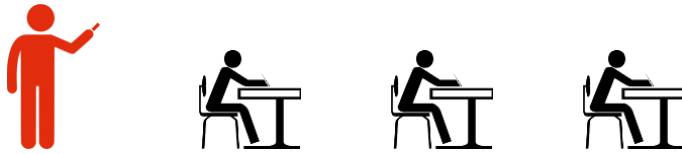
Inclusion Class Group B Blue Team

Inclusion Class Group C Green Team - Remote Learning Only

Resource Model

- Resource room students are divided equally into two groups for rotating instruction. When one team has in person instruction the other team will be watching/participating in classroom activities virtually.
- The Resource Room teacher will plan and prepare lessons, interventions, accommodations and modifications to meet the needs of their students.
- Support students academically and socially by enabling different modes of instruction and intervention. Virtual interventions and resources will be provided to each classroom enhancing instruction towards closing the achievement gap.
- The Resource Room teacher will either push in or pull out students for Resource Room during small group instruction time.
- Students will wear a face covering when moving from their classroom to the Resource Room setting.
- The hybrid in-person/distance-learning model delivers in-person instruction in all schools, with physical distancing and health and safety measures in place to protect students and staff.
- Students will use hand sanitizer upon entering the Resource Room and re-entering the classroom.

Resource Room Class Group A Red Team

**Resource Room Class Group B Blue Team**

Resource Room Group C Green Team - Remote Learning Only

Self-Contained Model (including Pre-School Disabled)

- Students are divided equally into two groups for rotating instruction. When one team has in person instruction the other team will be watching/participating in classroom activities virtually.
- Students with disabilities will be divided equally between the two groups.
- All related services will be provided in separate spaces or remotely.
- The special education teachers will plan and prepare lessons, activities, interventions, accommodations and modifications to meet the needs of their students.
- Support students academically and socially by enabling different modes of instruction and intervention. Virtual interventions and resources will be provided to each classroom to enhance instruction towards closing the achievement gap.
- The hybrid in-person/distance-learning model delivers in-person instruction in all schools, with physical distancing and health and safety measures in place to protect students and staff.

Self-Contained Class Group A Red Team
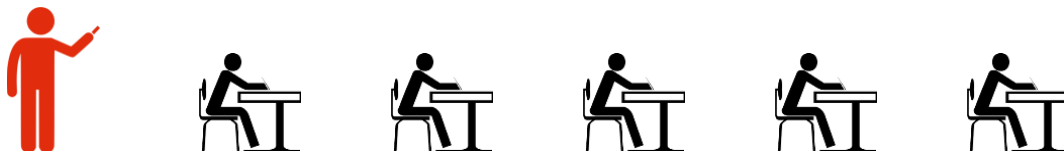
Self-Contained Class Group B Blue Team

Self-Contained Group C Green Team - Remote Learning Only

Continuum of Special Education Services
Virtual IEP Meetings

We are unable to modify the state requirements, Department of Education guidance and executive orders via an Individual Education Plan. Regardless of school building closures or a hybrid model, all I.E.P.s must be conducted as per the NJAC 6A;14. Virtual IEP meetings will be held using computer software programs and services that allow attendees to log-in/call in to participate from any location. Examples may include, but are not limited to, video conferencing (i.e. Skype, Google Meet, Zoom) or conference calling using a shared phone line. If the parent is not comfortable with the technology, the team will arrange for an in person meeting enabling parent participation. . Sanitization must take place between meetings and will be coordinated in advance with the custodial personnel.

Prior to scheduling conferences/meetings, review the below considerations and document all communications in case notes. Case notes must be submitted to Central Office for students' permanent records.

Video Conference Option

Whenever possible schedule a video conference. Video conferencing allows each member of the team to see and hear, creating a personalized experience.
- Video conferencing options include, but are limited to Skype, Google Meet, Zoom.
- Consider providing guidance and tutorials on how to utilize the technology prior to the meeting.

Telephone Option

- It is imperative that all participants are able to provide input. Be considerate and provide additional information to keep everyone involved in the process {i.e..• note who is

speaking prior to talking, indicate the page number to ensure the team is following along, etc.).

Meeting Considerations

★ When scheduling multiple conferences, consider a minimum of an hour and 15 minutes between each meeting.
★ Ensure the teacher is ready to discuss the Special Education Continuous Learning Plan as well.
★ Evaluations unable to be completed during the closure, will be addressed by CST members as soon as possible upon return to in person instruction.
★ Case managers will work collaboratively with families and other members of the student's educational team if additional services or support concerns arise upon return to in person instruction. When appropriate, the Special Education Continuous Learning Plan may aid in such determinations.

Related Services:

Related service goals will be addressed through the Special Education Continuous Learning Plan and Individual Educational Plans. Speech, Counseling, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Art Therapy and Music Therapy will take place in person and virtually to the extent possible. Some of these services will be provided virtually in order to maintain social distancing precautions and better meet planning needs of families. Encourage parental involvement during such therapy sessions. Therapists can recreate services to involve fun activities that parents can participate in while the therapist is watching virtually making suggestions.   Any shared equipment will be sanitized between sessions. Therapists will require more time in between sessions to sanitize. Speech therapists will require google classroom access.

Transportation:

The Centers for Disease Control and Prevention have published guidance recommendations for school buses. It indicates a student sits one to a per seat and alternating rows. A54-passenger bus would allow transportation for approximately 11 students.

The Jersey City Public Schools Department of Special Education will require:
● Use of face coverings and social distancing
● Temperatures taken of school vehicle drivers and aides before active duty
● Masks to be available
● The Bus aides will observe students to ensure face coverings are worn/maintained and social distancing is adhered to throughout the duration of travel.
● Temperature taken of the students prior to boarding the bus
● Parents must remain with students during pick up until student is cleared for boarding
● Safety barriers that separate rows to allow students to be seated in each row
● Siblings from the same household sit together in the same seat
● Consideration of students sitting in the same seat going to and from the school

- Permitting Alternate transportation arrangements, such as parent/guardian drop off/pick up
- Thorough school vehicle cleaning must be routine and areas of "high-touch" must be cleaned and disinfected according to the district schedule. Examples of a routine cleaning schedule are: after the bus drops off students at home or school (every trip), at the completion of its morning or afternoon run, etc.
- Other considerations to increase health and safety may include:
  Keeping windows open to allow for air circulation throughout the vehicle during trips
  Restricting any food or eating
  Encouraging students to use hand sanitizer or wash their hands prior to boarding
  Loading and unloading students in a manner that encourages social distancing (load back to front and unload front to back)
- The seat behind the driver is empty during every trip
- A designated area will be available at Central Office for any student who is not picked up. Hand sanitizer and masks will be provided. Social Distancing will be adhered to.

Role of Special Education Paraprofessionals and Individual Aides:

In Person Learning- All special education paraprofessionals who work in close proximity to students and where social distancing is likely not viable, additional precautions may include but are not limited to:

- Masks, face shields and possible sneeze guards
- Disposable gowns where necessary and appropriate
- Availability of disposable gloves

Virtual Learning - All special education paraprofessionals and individual aides will have devices and be expected to support students under the direction of a special education teacher. This can include but is not limited to:

- Support for work completion and executive functioning needs
- Social emotional support
- Accommodations and modifications
- Assistance during small group instruction in Reading and Mathematics
- Ensure time on task

Intake Center Process:

In order to minimize the number of families entering a building, the K-12 Special Education Intake Center will continue to operate remotely. Intake Center staff will be required to attend in-person, as needed, and/or minimally, once per week, if documents need to be copied, filed, or processed via Central Office.

Parents should be referred to our website for information on how to contact the Intake Center Coordinator, Mr. Joshua Jantas, who will then reach out to the family and conduct an intake interview and gather all required documents for re-entry. He will facilitate any problems encountered during the virtual intake process and make alternate arrangements, as needed. If the facility on Bright Street is used, it will require being sanitized after each parent visit.

In anticipation of schools reopening in the Fall, the Special Education Department will continue to rotate Child Study Team members to assist with intakes during the month of September, and as needed during the year.

Multi-Tiered System of Support:

The Jersey City Public Schools Department of Special Education has developed a Tiered System of Support focused upon the goals identified within the Special Education District Improvement Plan. These goals include:

- Identify students in need of additional support early
- Support teachers in identifying strengths and needs in a whole group, small group and with individual students
- Reduce special education referrals
- Provide engaging instructional programs and interventions
- Establish baseline levels using universal screeners
- Promote greater parent understanding and participation in the Tiered System of Support process
- Close the achievement gap
- Promote a school culture and climate that is conducive for learning
- Emphasize proactive and culturally responsive practices that support positive behavior

Components of the Jersey City Tiered System of Support

JCTSS Component	Description
Effective District and School Leadership	School leaders create a team and structure that communicates a vision of high academic, behavioral and social-emotional goals.
Family and Community Engagement	Ongoing participation of family and community partners in the design, implementation and sustainability of the framework.
Positive School Culture and Climate	The school community emphasizes positive, proactive and culturally responsive teaching practices. Physical, social and emotional behaviors are addressed at the school and classroom level in a positive and culturally responsive manner.
High-Quality Learning Environments, Curricula and Instructional Practices	Implementation of a three-tiered model of instruction and intervention which includes universal screening, data-based decision making and progress monitoring.
Collaborative Problem Solving	Active, cooperative involvement of diverse school staff to study and address the academic, behavioral and health needs of all students.

Staff Professional Development and Supports	Staff resources and high-quality coaching, training, model lessons, lesson studies and other supports are provided throughout the school year on a consistent basis.

Please refer to "Getting Started with the New Jersey Tiered System of Supports (NJTSS)" for additional suggestions and resources: https://www.nj.gov/education/njtss/started.pdf

*Research suggests that by September 2020, most students will have fallen behind where they would have been if they had stayed in classrooms, with some losing the equivalent of a full school year's worth of academic gains. Racial and socioeconomic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from teachers. Please see the additional Language Arts, Math and Social Emotional Resources and Interventions on the following pages that will be mandated during the school year to assist in closing the achievement gap.

Resources and Considerations During Remote Instruction:

https://www.nj.gov/education/njtss/Considerations%20for%20Remote%20Instruction%20in%20Early%20Readi.pdf

https://www.nj.gov/education/njtss/Remote%20Learning%20Considerations.pdf

https://www.nj.gov/education/njtss/Considerations%20for%20Remote%20Instruction%20in%20Math_NJTSS.pdf

<div align="center">

Language Arts Digital Resources/ Interventions 2020-21
Language Arts Digital Resources/ Interventions 2020-21

</div>

Language Arts:	i Ready	Reading Plus	Sonday Essentials	Sonday	Smarty Ants	Achieve 3000	ERI/ My Sidewalks *Resources
PSD					➢		
K-2	❖ ❑		● →	● → ★	❑	● → ★	➢ ● ❑ → ★
3-5	❖ ❑	● → ★		● → ★ ❑		● → ★	● ❑ → ★

| 6-8 | ❖ ❏ | ● → ★ | | ● → ★ ❏ | | ● → ★ | |
| 9-12 | ❖ ❏ | ● → ★ | | ● → ★ ❏ | | | |

Inclusion Programs and Resource Programs

- ❖ TEACH Program (earmarked for students with Autism)
- ❏ CHAMPS Program (earmarked for students with Intellectual and Severe learning disabilities)
- → Choices (students with behavioral and emotional disabilities)
- ★ Specific Learning Disabled Classrooms
- ➢ Preschool Disabled Classrooms

*Kami will be purchased for all students with disabilities

Mathematics Digital Resources / Interventions 2020-21

Mathematics:	i Ready	Moving with Math Foundations	Moving with Math Extensions	Moving with Algebra	Khan Academy
K-2	❖ ❏	● → ★ ❏	❏	● → ★	● → ★ ❏
3-5	❖ ❏	● → ★ ❏	❏	● → ★	● → ★ ❏
6-8	❖ ❏	● → ★ ❏	❏	● → ★	● → ★ ❏
9-12	❖ ❏	● → ★	❏	● → ★	● → ★

		❏			❏

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Behavioral, Social and Emotional Interventions

Project H.O.P.E.

Having Opportunities to Participate in Emotional Learning

The COVID-19 pandemic is causing a tremendous amount of stress, fear, and anxiety for many of our students. During this time, it's important for the Jersey City Public Schools Department of Special Education to have interventions in place supporting the social emotional needs and mental health and wellness of our students. Interventions can play an important role in helping students cope, access needed resources, and build resilience. Social Emotional Learning can drive higher academic achievement, promote prosocial behaviors and reduce depression and stress among students.

Recommendations:

- Provide staff, families, and students (age-appropriate) with information on how to access resources.
- Encourage staff, students, and families to speak with people they trust about their COVID 19 feelings
- Mandate the use of Social Emotional Learning lessons and interventions
- Staff schools with mental health professionals ie. Social Workers and Counselors to provide various levels of support to students and families.
- Virtual webinar series provided to staff and parents on a variety of topics relevant to the various impacts of COVID-19. The topics of the webinars include: - Trauma informed classrooms - Supporting students coping with loss - Self-care for educators as well as a parent webinar
- Educators' lessons will incorporate social and emotional skill building into the classroom environment during both virtual and in-person instruction.

- Support staff will collaborate with classroom teachers to provide various lessons on social emotional learning, wellness, stress management, mindfulness for the classroom, anxiety, etc.
- Classroom teachers will be provided with activities, lessons and resources to support the mental health needs of students.
- Multi-tiered levels of support will be provided virtually and in persons by district personnel. This will include classroom curriculum and lessons, individual and group counseling as well as parent support.
- The HATS program will be provided as necessary remotely
- District website to include additional resources and contact information for district staff, parents and crisis hotlines.

Social Emotional Learning Interventions

The Second Step Curriculum addresses the following skills: Self Awareness, Self-Management, Social Awareness, Relationship Goals and Responsible Decision Making. Second Step SEL, with the help of teachers, counselors, and educators, is building a strong foundation for a new generation of socially and emotionally savvy people. Today, students learn to solve problems on the playground; tomorrow, they'll manage conflicts in the workplace and everyday life.

https://www.secondstep.org/

Choose Love Movement's next-generation SEL programming is built upon a simple formula: courage, plus gratitude, plus forgiveness, plus compassion in action equals Choosing Love. When learned and practiced daily, these character values transform you, your relationships with others, and create a ripple effect of happiness, health and productivity throughout your school, home and community. The Choose Love Formula™ is the foundation of our next-generation Social & Emotional Learning and Character Education programming that was originally created for schools, but has quickly spread into homes, communities and the workplace to strengthen connection and promote a more peaceful, loving world.
https://chooselovemovement.org/the-story-behind-the-movement/

The mission of the NJ PBSIS initiative is to build capacity among New Jersey school personnel to implement a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students.

Implementation of multi-tiered systems of support create learning environments that contribute to everyone…

- being safe emotionally, physically, and socially.
- experiencing success every day.
- receiving what they need to be successful.
- working together to achieve goals.
- feeling welcomed and valued.
- further developing their strengths.

https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice

Resources and Partnerships:

- ❖ CASEL also released a SEL Guide, "Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School" **https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf**
- ❖ Supporting the Emotional Well Being of Students- NJDOE

https://www.nj.gov/education/covid19/studentsfamilies/wellness.shtml
https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.html

- ❖ Ongoing partnership with NJCU, New York University and Rutgers providing innovative strategies to engage students in their social/emotional growth
- ❖ Professional Development provided by Dr. Erum Nadeem to teachers in the following areas: Tier 1 Strategies, Teacher Self-Care, Understanding Grief and Loss, Racial and Historical Trauma, COVID-19 stressors

H.A.T.S.
Helping All To Succeed
After-School Program

The H.A.T.S. after school program is an essential part of the Jersey City Public Schools Department of Special Education response to the Coronavirus Pandemic. The H.A.T.S. after school program provides innovative ways to support students and their families by providing virtual programming to keep youth

active, engaged and learning. H.A.T.S. provides critical afterschool and summer programming that students will need to re-engage, re-connect and thrive.

Research suggests that by September 2020, most students will have fallen behind where they would have been if they had stayed in classrooms, with some losing the equivalent of a full school year's worth of academic gains. Racial and socioeconomic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from teachers. As a result, the Jersey City Public Schools Special Education Department has expanded its extended year program to an after school program experience for special education students and students "at risk" that includes an artful blend of core academic learning, hands-on activities, individually designed interventions and social emotional learning.

The Helping All To Succeed (H.A.T.S.) after school program provides a rigorous academic experience for 2nd to 8rd grade special education and "at risk" students. Students will be selected from a wide range of class types including general education, self-contained LD and BD classes and Inclusion based on a demonstrated need for extra Mathematics and Language Arts intervention instruction. The goal is to provide these students with extra support towards closing the achievement gap. A portion of time is spent providing targeted interventions in Reading and Math. The program also includes Social Emotional Learning lessons. Assessment will drive instruction for students during daily intervention in Math and Reading with the purpose of closing the gap in those areas. Student learning is monitored throughout the program and adjustments are made based upon the data. Pre- and post- testing in both Reading and Math is analyzed, shared with each student's home school and used to determine the overall effectiveness of the program.

Goals of the H.A.T.S. program:
- Increase student achievement in Reading specifically in the areas of phonics, comprehension and vocabulary
- Increase student achievement in Math
- Improve student Writing
- Develop speaking and presentation skills
- Highlight student accomplishments
- Enhance student Self-Esteem
- Facilitate the development of appropriate behavior
- Enhance student use of technology
- Increase Self Awareness, Self-Management, Social Awareness, Relationship Goals and Responsible Decision Making
- Supporting academic achievement by designating time for assistance in homework completion. Program staff can actively assist students in developing organizational, time-management, and study skills that help complete student's homework and encourage overall academic success.
- Provide research-based interventions to close the achievement gap

Resources for Parents and Teachers

Parental Communication Hotline

During these rather uncertain times, please know that the entire Special Education Department is partnering with our students, families and staff to ensure that every student's educational journey continues. As always, your Child Study Team Case Manager is there to assist you with any questions that you might have regarding your child or loved one's education. In the event that you have a question that you do not know where to direct, we have created this email site to assist in forwarding your concerns/questions to the correct person.
Please just click on the following address, and someone will direct your email accordingly.
specialedmatters@jcboe.org

Resources for Parents and Staff- (See Attached Links)

- https://4.files.edl.io/f9fe/07/30/20/145133-b7647a41-5610-479a-8a1c-8ba93086bd13.pdf
- https://docs.google.com/spreadsheets/d/1_J2VwgUr1Bn8d5uj5qhlLNz7IpF1u-nM1MWTU2etfs4/edit?ts=5f205c76#gid=1002009352

Considerations for Returning to School:

- Students' ability to see the teachers and therapist's mouth and facial expressions is important when providing phonological instruction and audiology and speech-language pathology services. Given the proximity of teachers, therapists and students when services are provided, PPE will be needed to reduce virus transmission. It is recommended that the district provide school-based professionals with appropriate PPE such as screens, gloves, clear face masks, and eye protection. https://www.shieldpals.com/
https://www.faceviewmask.com/
- It is not unusual for students to share "high-touch materials and manipulatives" and devices in special education programs, especially when students are in groups and the materials/devices are key to facilitating achievement of therapy targets. For this reason, disinfecting therapy tools and devices between uses is mandatory.
- If a Self-Contained Classroom has a small number of students and social distancing can be achieved then students can attend school daily. Ensure transportation can be provided daily.
- Individual decisions regarding the length of the school day for programs will be made at the beginning of the school year.
- Community Based and Vocational Instruction will be through accessing student interest and vocational preferences. Experiences outside the school will be limited and community placements will be on hold until deemed safe. Teachers will explore ways in which to provide students with rich job-based experiences through virtual experiences and Project Discovery curriculum.
- Upgrade Zoom to the Business Account. The Business Account has attendance tracking and added features. https://zoom.us/docs/doc/School%20Administrators%20Guide%20to%20Rolling%20Out%20Zoom.pdf?_ga=2.104463367.627734651.1594946864-1720417880.1592837671

- Parents may opt to have their children remain on virtual learning.
  https://www.miamiherald.com/news/coronavirus/article243470691.html
  The CDC considers the following people to be at high risk for severe illness due to COVID-19: Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease

- Professional Development for initiatives will continue in virtual format either through zoom live or via rObjective: Provide continuous and effective Nonpublic School services while maintaining the safety of students, teachers, and staff within the city's 25 schools.

- Special Programs: For all staff who work in close proximity to students where social distancing is likely not viable, additional precautions include:
    - ★ Masks, face shields and possible sneeze guards
    - ★ Disposable gowns when necessary and appropriate
    - ★ Availability of disposable gloves
    - ★ Sanitation kits to clean between students or spaces

- Out of District Case Management and Testing - Child Study Team members will need to follow the protocol in place at the receiving school and visits to OOD placements should be very limited and observations are encouraged through Zoom. Meetings should be held remotely, with parent consent.

Non-Public Schools

The Office of Nonpublic Schools plans to offer almost all services in a virtual format. A survey of the Jersey City's Nonpublic schools revealed that all the schools are planning some for some type of hybrid or total in person instructional sessions for the 20-21 school year. Those services include: ESL – English as a Second Language, Chapter 192 Comp. Ed. Math and Language Arts (Reading & Writing), Chapter 193 Supplementary Instruction in Math and Language Arts, Speech Therapy, Child Study Team Annual evaluations. The Office of Nonpublic Schools plan to offer the following in person services: Child Study Team Initial / Re-evaluation services, Speech evaluations, Chapter 226 Nursing Services. Vendors will be responsible for adhering to the social distance guidelines and wearing masks when providing in person services. For those parents who may choose to keep their child at home, arrangements can be made for evaluations to take place within the Nonpublic School building or an identified conference room at the Board of Education.

Early Childhood Continuous Learning Implementation Guide
In-District Early Childhood Program

The Early Childhood Department will focus on building staff capacity to deliver highly effective instruction in a hybrid environment as well as preparing them to address any learning gaps that might prevent students from meeting grade-level. The NJDOE encourages districts to develop a plan that is innovative, cultivate a clear sense of shared purpose and goals, encourage collaboration among educators, and foster an effective partnership approach with students' family members and caregivers. All the in-district early childhood classes will adhere to the conditions for learning described in the Jersey City Public Schools Reopening Plan for the ten (10) areas of operation as well as the Continuity of Learning.

- Early Childhood will adhere to the approved District schedule model
- **Pre-k Group Sizing/Cohor**t will be based on the District's approved schedule model
- **Sibling Preference**- All efforts will be made to keep siblings within the same cohort schedule. Cohort grouping should be developed at the school level. (See the District Sibling Preference Policy)

Pre-k Classrooms:

- Early Childhood Structures for safe in-person learning will ensure that the physical arrangement of classroom furniture and Interest areas will be organized strategically to allow the required social distancing of students while minimizing the use of shared objects; limit choice; and ensure frequent hand washing.

- While pre-k students will continue to make decisions about the toys they play with or the areas in which they will work their choices will be limited to ensure safety and social distancing.

- The sand box will be excluded until further notice. Water play can be included if children are using individual bins with water and adhering to social distance guidelines.
- Toys that need to be cleaned after each use will be removed from the pre-k classrooms.
- Sharing of supplies, toys, and other items will be prohibited in the pre-k classrooms.

- Students' personal items will be stored in individual cubbies.

- Sanitized materials, such as manipulative, can be rotated as needed for the new cohort of students after cleaning/disinfection.

- Children's belongings will be kept separate in individual storage cubbies and sent home weekly for washing.
- Families will be encouraged to provide no more than two days of extra clothing until further notice. All soiled clothing should be sent home daily to be laundered.
- All pre-k students upon arrival to the classroom should wash hands immediately after storing their belongings in their personal cubby or storage bin.
- Activities that will combine pre-k students for playtime or special activities, such as assembly, will be halted to ensure students' safety.
- During naptime, the pre-k staff will ensure that the students' naptime cots are spaced out as much as possible, ideally 6 feet apart.
- Cots or bedding shall be positioned alternatively head-to-toe to minimize potential virus transmission between children.
- Hand sanitizer will be kept out of children's reach and when in use an adult must supervise.
- Staff will be required to wash their hands before assisting students

Clean and Disinfect

Many preschoolers will place toys in their mouths. The adults supervising the students should discourage this practice. Nurses and classroom staff members will work with families to reinforce this behavior at home. Toys that can be put in the mouth should be cleaned and sanitized (see below). Other hard surfaces, stations, doorknobs, and floors should be disinfected.

As routine cleaning and sanitizing will be necessary to avoid the spreading of the virus, it is very important that the adults supervising the students ensure that all cleaning materials are kept secure and out of reach of students.

Clean and Sanitize Toys. As per the recommendation of the CDC
(https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#SocialDistancing)

- Toys that cannot be cleaned and sanitized should not be used.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned, by hand, by a person wearing gloves. Items should be cleaned with water and detergent, rinsed, sanitized with an EPA-registered disinfectant, rinsed again, and allowed to air-dry.
- Machine washable cloth toys, such as those that are usually found in the House and Cozy areas in the pre-k classroom, should not be used in the classroom until further notice.
- During the daily routine, toys that need to be disinfected should be put aside to be cleaned. (Try to have enough toys, e.g. manipulative, so that the toys can be rotated through cleanings.)
- Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfecting procedures.

Clean and Disinfect Bedding

- Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Each child's bedding should be kept separate and stored in individual bags.
- Pre- k teachers should label cots for each child. Bedding that touches a child's skin should be sent home every Friday or the last day of the school week or before use by another child.
- To ensure regular hand washing, the teacher will designate times on the schedule for hand washing with soap and water. Hand washing should occur at the start of the day when children enter the classroom, before snacks and lunch, after using the toilet or helping a child use the toilet, and after sneezing, wiping, and blowing noses, at a minimum. Hand washing should occur particularly if hands are sticky, greasy or soiled and when students come in from outdoor play or neighborhood walks.

- The classroom supplies and equipment in the pre-k classrooms will be limited to one group of children at a time; supplies are to be cleaned and disinfected between use.

Recess:

- Neighborhood walks and walks to the park should comply with social distance practices.

Social-Emotional Learning and School Climate and Culture

- The Pre-k staff will receive professional development on social-emotional development. As part of the implementation of the High Scope curriculum and Standard based activities, the social-emotional concept will be embedded in the learning activities during in-person and remote learning.
  Pre-k teachers will be encouraged to utilize a combination of Synchronous (Live Morning Meetings) and Asynchronous (Pre-recorded videos) lessons.
- The Early Childhood Support staff members will provide professional development to support mental wellness and social emotional learning.
- Social-Emotional Learning will continue to be implemented in the pre-k classrooms and embedded into remote standard-based learning activities.
- As needed, reference to community mental wellness resources will be provided to staff and families.
- Social Workers and family workers will continue to reach out to students and families who have not been fully engaged via personal outreach.
- CPIS will work collaboratively with support staff to provide community resources to support students and families.

Multi-Tiered Systems

- The Early Childhood Preschool Intervention and Referral Team (PIRT) will continue to provide support to students and families

Wrap-Around Support

The Early Childhood Support staff will continue to ensure that wrap around support services are provided to families via community resource referral.

Continuity of Learning in Early Childhood

The Early Childhood Department will continue to collaborate with the Special Education Dept. to ensure that Students With Disabilities who are enrolled in the pre-k program (in-district and contracted sites) receive services as per their IEPs. The Preschool Intervention and Referral

Team (PIRT) will continue to provide support to teachers and families of pre-k students needing learning or behavioral difficulties following proper social distancing requirements or remotely.

- Pre-k students will be included in the Digital Divide count to provide them with a device for remote learning.
- Pre-k teachers will be provided a device to work remotely with students.
- The Early Childhood teachers will continue to utilize the COR Advantage platform for assessment and to communicate with families.

Curriculum, Instruction and Assessment

The Early Childhood Department will continue to implement the High Scope curriculum in the pre-k classrooms. Ongoing child assessment, through the COR Advantage, an underlying component of the HighScope Curriculum will be ongoing. The COR Advantage tool measures 34 items across 8 major areas of growth and development, with two additional items specifically designed to support English language learning.

The COR Advantage 8 Categories:
1. Approaches to Learning
2. Social and Emotional Development
3. Physical Development and Health
4. Language, Literacy, and Communication
5. Mathematics
6. Creative Arts
7. Science and Technology
8. Social Studies

ESI-R Screening:
Will be conducted as per the NJDOE guidance.

Transition from Home to School
 Before the First day of School
- Pre-k teachers will be encouraged to provide a short introductory message to the incoming students, prior to the first day of school. This can be used to introduce themself wearing a mask and without a mask to help with the transition from home to school.

Field Trips:

Field trips will not be scheduled for pre-k students during the 2020-21 school year. Off-site activities (e.g. neighborhood walk, walks to nearby parks), within walking distance of the facility will be allowed with approval from the school administrator. Social distance should be maintained throughout the activities.

Teachers and families will receive a resource of virtual field trips and guidance as to how they can become part of instructional time.

Trips in the Pre-k Classrooms:

- While pre-k students will continue to be encouraged to make decisions about the toys they play with or the areas in which they will work, the choices of centers will be limited to ensure safety and social distancing.
- The sandbox will be excluded until further notice. Water play will be included if children are using individual bins with water and adhering to social distance guidelines.
- Toys that need to be cleaned after each use will be removed from the pre-k classrooms.
- Sharing of supplies, toys, and other items will be prohibited in the pre-k classrooms.
- The pre-k daily routine will be modified to align with the schedule selected by the district.
- The daily routine will include regular hand washing and especially after transition
- The layout of the pre-k classrooms will be modified e.g. fewer centers, bins for students' individual materials to prevent the sharing of toys and/or materials, marked traffic flow within the classroom, adjustments will be made with the table and chair arrangement to adhere to social distancing guidelines.
- Students' personal items will be stored in individual cubbies and sent home weekly for washing. The adults supervising the students should ensure that children are not gathering at the cubbies at any one time. Instead, they should individually go to their cubby.
- Chairs and tables will be arranged to follow proper social distancing requirements. (e.g. double tables or individual table seating)
- Table shields (trifold) will be provided to allow pre-k teachers to work with individual students while adhering to social distancing.
- Meals - Family-style meals will be prohibited. (See Food Service Plan)
  Pre-k students will have their meals with their peers in the classrooms.
  Assigned cubbies per cohort should be spaced to ensure social distancing.
  Unused cots during the cohort cycle will be stored in a separate storage area (if available) or covered and kept separate from the ones being used by the cohort in school.
- Outside Space- This is limited in many schools. However, when possible, teachers should consider utilizing outside space for small group time or other parts of the daily routine. At all times social distancing requirements should be in place.
- Teachers and teacher assistants will establish frequent cleaning and sanitizing procedures consistent with CDC guidelines

Instructional Activities

All Early Childhood teachers will implement standard-based learning activities.

The Early Childhood Department First 30 Days Committee of Lead Teachers, PIRT, and pre-k teachers from both public schools and contracted centers developed standard-based instructional activities for the First 30 Days of school. The First 30 Days was developed with a virtual learning platform in mind. Pre-k teachers will have the option to utilize these activities during an in-person learning setting. Beyond the first 30 days of school, pre-k teachers will continue to develop their individual lesson plans.

Remote Learning Kit:
Teachers will utilize the Google Classroom platform for remote learning with students. A remote (home) kit with supplies will be provided to each pre-k student. The kit will be sent home for use during remote learning.(additional guidance from the NJDOE is forthcoming) At the beginning of the school, the pre-k teachers will review the materials with the parents/caregivers and provide further guidance as to how they will be used with standard-based remote learning activities.

Building Staff Capacity

As we continue to maintain a high-quality pre-k program and build staff capacity to deliver highly effective instruction in a hybrid environment. The Early Childhood Department will continue to collaborate with the curriculum developers for the following steps:

- Build staff capacity to deliver highly effective instruction.
- Support staff (Lead teachers and PIRT members) will provide professional development to teachers and paraprofessionals' via grade level meeting, coaching, and ongoing PLC.
- Facilitate a variety of planned workshops and webinars are scheduled as part of the E.C. 2020-21 Professional Development Plan.

Family Engagement Plan

The Community and Parent Involvement Specialist in collaboration with family workers and program social workers have developed a plan to engage pre-k families. The plan cultivates a clear sense of shared purpose and goals. The activities included in the plan are as follows:

- Webinar for families regarding what to expect, Family Interest Survey, and ongoing family engagement activities. Based on the current situation these activities will be provided virtually. However, when possible and with administrative approval family activities will be provided in outdoor space with social distancing.

- The **COR Advantage** platform provides for increased home-school connections, as the email and storyboard features are embedded into the teacher's existing workflow. Families may receive emails and storyboards to their computers, tablets, and/or mobile devices, providing classroom information at their fingertips.

Family Interest Survey

Families will complete a family interest survey. The results of the survey will inform additional site-based and district-wide workshops/family engagement activities and/or events. **COR@Home** is a new feature in the COR Advantage that families can use to capture what their children are doing at home and submit pictures/videos to teachers' Moments pages. Families will be provided information about the curriculum, COR Advantage, and COR@HOME features of the High Scope curriculum.

Professional Learning

Professional Development provides staff with the information, guidance, and professional learning necessary to support in-person and remote learning instructional practices, new health and safety protocols, and strategies to identify and support adults and students coping with trauma or grief. During the school closing, pre-k teacher and paraprofessionals were offered a weekly professional development through High Scope

As part of the Early Childhood Department's Professional Development Plan 2020-21, a variety of planned workshops and webinars are scheduled in the Naptime Workshop. The Support staff members will continue to provide professional development via grade level meeting, coaching, PLC through virtual platform unless social distancing can be implemented. Virtual meetings via Zoom and Classroom Google will be utilized for ongoing meetings to support teachers and families.

- Early Childhood nurses will provide support to staff and families/caregivers on behaviors that encourage children to develop safe behaviors, as well as general health and safety requirements.

- The Early Childhood Department will continue to collaborate with the Human Resources Department to provide training for substitute teachers.

- Lead Teachers and other EC Support Staff members will provide the training for new pre-k staff.

- PIRT members will continue to support the implementation of best practices for supporting social-emotional learning.

- Program Social Workers will support pre-k families while adhering to social distance recommendations

Contracted Childcare Providers

Childcare directors will be responsible for:
- Developing an arrival and dismissal procedure for their centers;
- Adopting a policy for visitors, including parents entering the building;
- Sharing a copy of their Plan and procedures with families before the opening of the center for Fall 2020;
- Referring to the Guidance for NJ Childcare Facilities on COVID-19 Related Health and Safety Requirements (5/29/20)
- Contracted Childcare providers will adhere to the District's schedule model.
- Childcare center directors providing transportation should ensure that social distancing is maintained and best practices for cleaning and disinfecting are adopted.

Traffic Flow

- The building administrator should ensure that a procedure for conducting health screening is implemented
- All hallways and common areas in the building should be clearly marked with the flow of traffic.
- The flow of traffic in the pre-k classrooms should be clearly marked and explained to the students in a developmentally appropriate manner.

Screening, PPE and Response to Symptoms

Childcare providers should adopt a policy regarding screening, PPE, and response to symptoms. A copy should be submitted to the District prior to the opening of school.

Refer to the Guidance for NJ Childcare Facilities on COVID-19 Related Health and Safety Requirements (5/29/20)

Contact Tracing

Childcare providers should adopt a policy regarding screening, PPE, and response to symptoms. A copy should be submitted to the District prior to the opening of school.

Refer to the Guidance for NJ Childcare Facilities on COVID-19 Related Health and Safety Requirements (5/29/20) and Office of Head Start Regulations

Facilities Cleaning Practices

Childcare providers should adopt a policy regarding facility-cleaning practices. A copy should be submitted to the District prior to the opening of school. Refer to the Guidance for NJ Childcare Facilities on COVID-19 Related Health and Safety Requirements (5/29/20)

Meals

Childcare providers should adopt a policy regarding meals in compliance with guidelines. Refer to the Guidance for NJ Childcare Facilities on COVID-19 Related Health and Safety Requirements (5/29/20) and the Dept. of Agriculture

A copy should be submitted to the District prior to the opening of school

Contracted providers will make arrangements for non-family style meals and ensure staff adhere to universal precaution when handling food.

Recess/Physical Education:

Neighborhood walks and walks to the park should comply with social distance practices. Providers with play areas on site will follow CDC guidelines for cleaning

Social-Emotional Learning and School Climate and Culture

- Pre-k staff received professional development on social-emotional development. As part of the implementation of the High Scope curriculum and Standard based activities, the social-emotional concept will be embedded in the learning activities during in-person and remote learning.
  Pre-k teachers will be encouraged to utilize a combination of Synchronous (Live Morning Meetings) and Asynchronous (Pre-recorded videos) lessons.

Multi-Tiered Systems

The Early Childhood Preschool Intervention and Referral Team (PIRT) will continue to provide support to students and families in contracted providers. Family workers will continue to ensure that wrap around support services are provided to families via community resource referral.

The Special Education Department will continue to work with the Early Childhood Department, as well as the contracted providers, to provide related services to Students With Disabilities whose IEPs mandate such, and who are enrolled in those childcare centers. Providers should designate a space where the services can be provided following proper social distancing requirements, or where remote service can be received. The Early Childhood teachers will

continue to utilize the COR Advantage platform for assessment and to communicate with families.

Early Childhood will continue to work with contracted providers with student access to a device.

Curriculum, Instruction and Assessment

The Early Childhood Department support staff (Lead Teachers and PIRT) will continue to provide support and build capacity of staff to deliver highly effective instruction in a hybrid setting classroom in contract sites.

Professional Learning

Teachers and paraprofessionals in contracted providers sites are expected to participate in professional development offered through the disc

Appendix A

Jersey City Public Schools Reopening Committee Members. We truly appreciate the support and dedication the members of the committee contributed to ensure a safe and orderly return to in-person learning for all the students.

Jersey City Public Schools Reopening Committee

Chair: Dr. Norma Fernandez	Regina Robinson	Ellen Ruane
Lekendrick Shaw	Karen Johnson	Dr. Gerry Crisonino
Dr. Magda Savino	Debasis Gupta	Gina Verdibello
Dr. Joseph Galano	Thomas Macagnano	Ron Greco-JCEA
Jaime Morales	Edwin Rivera	Elizabeth Carter-Parent
Terry Watkins- Williams	Gerald Lyons	Marilyn Roman
Tugce Yalt-Parent	Tara Stafford-Community Member	Bridget D'Souza-Parent
Iraya Corley-Parent Representative	Frank Zahlten-2262	David Streeter-ESA
John Dillon-NJEA	Erika Baez-Parent	Elizabeth Carter-Parent
Charlene Bini - JCEA	Denise Pawlowski	Louis Greco- JCEA
Colleen Kelleher		

Curriculum Sub-Committee	**School Committee**	**Operations Committee**
Chair: Ellen Ruane	Chair: Dr. Norma Fernandez	Chair: Regina Robinson
Marilyn Roman	Lekendrick Shaw	Karen Johnson
Gerald Lyons	Dr. Magda Savino	Debasis Gupta
Dr. Peter Mattaliano	Dr. Joseph Gallano	Dr. Magda Savino
Dr. T. Dobson	Jaime Morales	Edwin Rivera
Daneen Alford	Terry Watkins-Williams	Denise Pawlowski
Sandra Jones-Legay	Tugce Yalt-Parent	David Streeter- ESA
Jaime Barnaskas	Dr. Marth Osei-Yaw	Dr. Joseph Galano
Jonathan Greene- JCEA	Maria Faro -Teacher	Raven Chan- Parent
Gilda Marte-Parent	Keith Olkowitz- JCEA	Marisa Migliozzi
Ron Greco-JCEA	Erika Baez-Parent	Jennifer Zerligson
Monica Grazilla	Bridget D'Souza- Parent	**Transportation**
Gilda Marte-Parent		John Zupko
Jonathan Greene- JCEA	**Special Education**	Aldo Sanchez-Abreu
Jose Garcia-JCEA	Chair: Dr. Gerry Crisonino	Jim Nelson- Parent
	Gerald Lyons	
	Alma Avanzado-SEPAG Parent	**Early Childhood Committee**
Facilities Committee	Alexander Hamilton	Chair: Dr. R. Cummings-Hypolite
Chair: Regina Robinson	Candace Cocaro	Diane O'Connell
Co-Chair: Karen Johnson	Dina Kosc	Asael Salgado
Gina Verdibello	Mildred Rivera	Brandy DeRocco Parent
Frank Zahlten-2262	Karlynn Brown	Sonja Garlin- Trinity Childcare

Thomas Macagnano
Anne Beirne
Elizabeth Carter-Parent

Legal
Bryant Horsley
Dr. Norma Fernandez
Regina Robinson
Ellen Ruane

Karen Gullace
David Gibbons
David Bernero
Meghan Costigan
Tracey Pettiford
Danielle Gitlin
Jason Jusino
Colleen Williams
Dr. Andrea Blake Garret
Cara Van Note- Teacher
Francisco Santiago- Teacher
Joseph Kelly- JCEA

Mariana Bejerano
Courtney Campbell
Lauren Fonseca- Teacher
Chere Glover- JCEA Representative

Athletic Sub-Committee
Chair: Jaime Morales
Frank Dooley
Michael Burgess
Kristen Hart
Keith Price
Sean Fallon