

Bernards Township Schools

The Return to School



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Our return to instruction goal:



*To return students and staff members to
Bernards Township Schools for as much
“in school” instruction as can be **safely**
implemented.*

Safety First Means

- ▷ Reducing the volume of students to strive for 6 feet of social distancing.
- ▷ Cohorting students and managing student traffic
- ▷ Requiring masks for all staff and students since 6 feet will not be universally possible
- ▷ Using barriers and face shields where it makes sense
- ▷ Arranging furniture to promote distancing
- ▷ Cleaning and disinfecting as a shared responsibility
- ▷ Practicing good hand hygiene
- ▷ Mandating daily health screening for everyone
- ▷ Getting the most out of HVAC , ventilation systems, fresh air
- ▷ Relying on health professionals
- ▷ Avoiding sharing
- ▷ [Policy](#) and [Procedure](#) Drafts

We are taking a “phased-in” approach to the return

- ▷ Phase 0: Zero use of school facilities - full closure
- ▷ Phase 1: Very restrictive schedule with partial in-person instruction
 - Start Simply (no option 2, clubs, lunch service, Before and After Care)
 - Cohort Students to reduce contact
 - Limit opportunities to come in contact
- ▷ Phase 2: Loosen some restrictions as warranted
 - Add back optional programs as appropriate
 - Bring in more students and/or longer school days
- ▷ Phase 3: Everyone is back in school in a new normal

Social-Emotional Wellness & Mental Health

- ▶ **Summer Projects:**
 - Building a Community of Learners, Trauma-Informed Practices, Adverse Childhood Experiences (ACEs), Grief-Sensitive Practices, Impacts of COVID-19 Trauma on Overall Mental Health
- ▶ **Supports for Students, Staff, and Community**
 - Social-emotional learning (SEL) is essential in re-engaging students and supporting adults for readiness of academic learning
 - Collaborating with various partner organizations, community organizations, ESS, for PD opportunities
 - Tiered System of Supports: Universal all students/staff, individual/group counseling, community counseling support
- ▶ **Establishment of District Social-Emotional/Wellness Task Force**
 - Representative of each building, and cross-disciplinary staff and administrators
 - Developing plans for staff in-service, opening weeks of school, and continued social-emotional and mental health efforts throughout the year
 - Aligning strategy with the Collaborative for Social-Emotional Academic Learning (CASEL)'s Four Critical Practices for Return

Definitions

- ▷ Hybrid Instructional Program: Some students receive their instruction through a blended learning model while others are in a 100% virtual model. Our current plan is to open school in September with a hybrid instructional program.
- ▷ Blended Learning Model: Students receive some instruction in-person at school and some instruction remotely while at home.
- ▷ 100% Virtual Model: AKA 100% Distance Learning. Students receive ALL instructional programming while at home as a 100% virtual student where they do not come to school for any instruction.

Remember that in our initial parent survey:

- ▶ 80% of parents indicated a preference for a Blended Learning Model.
- ▶ 20% of parents indicated a preference for a 100% Virtual Model.

Consequently we plan to offer both of these programs (a hybrid instructional program)...let us explain each.

The Blended Learning Model: The Schedules

Grades K-12

K-12 Cohorting

WAMS and RHS Cohorting Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Group A- in school (B group remote)	Group A - in school (B group remote)	All students remotely following live lessons periods 1 to 9.	Group B - in person (A group remote)	Group B - in person (A group remote)
Daily Instruction Cohort (Students identified for daily instruction include ELL, CBAP, Vocational Skills)				
Elementary Cohorting Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Group A (B group remote)	Group A (B group remote)	Groups A and B alternate, one group in person while the other is remote	Group B (A group remote)	Group B (A group remote)
Daily Instruction Cohort (Students identified for daily instruction include ELL, CBAP, LLD, Resource Room)				

K-5 Schedule

Elementary Schedule							
		Monday and Tuesday (Cohort A is in school, Cohort B is remote)		Wednesday (Cohort A and B alternate each week)		Thursday and Friday (Cohort B is in school, Cohort A is remote)	
8:45AM - 8:50AM		Homeroom		Homeroom		Homeroom	
8:50AM - 9:20AM		Classroom Meeting		Classroom Meeting		Classroom Meeting	
9:20AM - 9:50AM (Grade 5 Special)		Block 1	Cohort A	Block 1	Cohort A/B	Block 1	Cohort B
9:55AM - 10:25AM (Grade 4 Special)		Block 2	Cohort A	Block 2	Cohort A/B	Block 2	Cohort B
10:30AM - 11:00AM (Grade 3 Special)		Block 3	Cohort A	Block 3	Cohort A/B	Block 3	Cohort B
11:05AM - 11:35AM (Grade K Special)		Block 4	Cohort A	Block 4	Cohort A/B	Block 4	Cohort B
11:40AM - 12:10PM (Grade 1 Special)		Block 5	Cohort A	Block 5	Cohort A/B	Block 5	Cohort B
12:15PM - 12:45PM (Grade 2 Special)		Block 6	Cohort A	Block 6	Cohort A/B	Block 6	Cohort B
12:45PM-1:00PM		Dismissal		Dismissal		Dismissal	
1:15PM-2:05PM		Teacher Lunch/Student Lunch		Teacher Lunch/Student Lunch		Teacher Lunch/Student Lunch	
2:05PM - 2:35PM		Teacher Prep: Teachers will use the preparation time for "in-school" and "remote" lesson planning, as well as collaboration.		Teacher Prep: Teachers will use the preparation time for "in-school" and "remote" lesson planning, as well as collaboration.		Teacher Prep: Teachers will use the preparation time for "in-school" and "remote" lesson planning, as well as collaboration.	
2:35PM-3:30PM		Zoom Meeting Check In		Zoom Meeting Check In		Zoom Meeting Check In	
		Teachers will use this time to provide remote and virtual only students with feedback and extra help.		Teachers will use this time to provide remote and virtual only students with feedback and extra help.		Teachers will use this time to provide remote and virtual only students with feedback and extra help.	

Reopening of School K-5

- ▷ “In School” Day
 - Class meetings & specials
 - Schedule
 - Instructional models
- ▷ “At Home” day
 - Class Meetings & Specials will follow the “In School” Day
 - Reinforcing learning through assignments and activities
 - Connecting with teachers during additional support during afternoon sessions
- ▷ Science and Social Studies
 - Integrated into ELA or virtual lessons on “at home” day
- ▷ Safety protocols being drafted
 - Arrival and dismissal
 - Screenings
 - Classroom configurations

Reopening of School 6-12

- How is this different than Spring 2020?
 - Clear, consistent daily schedule
 - Flexibility for different environments
 - Three class meetings per week by cohort
 - Defined student and teacher expectations - weekly agendas, Zoom invites, Google Classroom
 - Student attendance by period
- What is happening on Wednesdays?
 - All student cohorts will attend class meetings
 - Blended environment allows for follow-up
- What are students doing on their “at home” day?
 - Reinforcing learning through assignments and activities
 - Connecting with teachers during live classes and for additional support during afternoon sessions

Reopening of School 6-12

- ▶ How are we making scheduled lunch periods meaningful and safe?
 - Flexible time for skill building into the day to meet student needs
 - Social Emotional Learning
 - Specific guidance/instruction on virtual platforms
 - Executive Functioning Reinforcement
 - Virtual assemblies
 - Potential student/teacher contact time beyond schedule
- ▶ What about other Instructional Programming?
 - Elective courses - TBD after we define the model
 - Labs (RHS)
 - Option 2 (RHS)

Reopening Of School 6-12

- ▷ What school opening plans and procedures are being developed?
 - Safety Protocols
 - Arrival/dismissal
 - Health screenings, form
 - Face coverings
 - Outdoor instructional opportunities
 - Student transition within the building
- ▷ How are we addressing Snack and Face Covering Breaks?
- ▷ What is happening with Activities (including field trips, clubs, assemblies)?

WAMS Schedule

WAMS Schedule												
	Monday and Tuesday (Cohort A is in school, Cohort B is remote)				Wednesday (All Classes Remote)		Thursday and Friday (Cohort B is in school, Cohort A is remote)					
	Per.	Monday	Per.	Tuesday			Per.	Thursday	Per.	Friday		
Block 1 (50 min) 7:45AM - 8:35AM	1	Cohort A	5	Cohort A	1	8:00AM - 8:30AM			1	Cohort B	5	Cohort B
						BREAK						
Block 2 (50 min) 8:40AM - 9:30AM	2	Cohort A	6	Cohort A	2	8:40AM - 9:10AM			2	Cohort B	6	Cohort B
						BREAK						
Block 3 (50 min) 9:35AM - 10:25AM	3	Cohort A	7	Cohort A	3	9:20AM - 9:50AM			3	Cohort B	7	Cohort B
						BREAK						
Block 4 (50 min) 10:30AM - 11:20AM	4	Cohort A	8	Cohort A	4	10:10AM - 10:30AM			4	Cohort B	8	Cohort B
						BREAK						
Block 5 (50 min) 11:25AM-12:15PM	Advisory Period	Cohort A	9	Cohort A	5	10:40AM - 11:10AM			4	Cohort B	8	Cohort B
						BREAK			Advisory Period	Cohort B	9	Cohort B
12:15PM - 1:00PM (45 min)	Teacher Lunch/Student Transit/Student Lunch Time				7	12:00PM - 12:30PM	Teacher Lunch/Student Transit/Student Lunch Time					
						BREAK						
1:00PM - 1:45PM (45 min)	60 Minutes Virtual & Remote Learning Tutorial, teachers will provide a Zoom Check In to provide remote and virtual only students with feedback and extra help.				8	12:40PM - 1:10PM	60 Minutes Virtual & Remote Learning Tutorial, teachers will provide a Zoom Check In to provide remote and virtual only students with feedback and extra help.					
1:45PM - 2:30 PM (45 min)	30 Minutes Teacher Prep				9	1:20PM - 1:50PM	30 Minutes Teacher Prep					
						30 Minute Virtual & Remote Learning/Tutorial						

RHS Schedule

RHS Schedule													
	Monday and Tuesday (Cohort A is in school, Cohort B is remote)				Wednesday (All Classes Remote)		Thursday and Friday (Cohort B is in school, Cohort A is remote)						
	Pd	Monday	Pd	Tuesday			Pd	Thursday	Pd	Friday			
Block 1 (50 min) 7:35AM - 8:25AM	1	Cohort A	6	Cohort A	1	8:00AM - 8:30AM							
						BREAK							
Block 2 (50 min) 8:30AM - 9:20AM	2	Cohort A	7	Cohort A	2	8:40AM - 9:10AM	1	Cohort B	6	Cohort B			
						BREAK							
Block 3 (50 min) 9:25AM - 10:15AM	3	Cohort A	8	Cohort A	3	9:20AM - 9:50AM	2	Cohort B	7	Cohort B			
						BREAK							
Block 4 (50 min) 10:20AM - 11:10AM	4	Cohort A	9	Cohort A	4	10:10AM - 10:30AM	3	Cohort B	8	Cohort B			
						BREAK							
Block 5 (50 min) 11:15AM - 12:05PM	5	Cohort A	Advisory Period	Cohort A	5	10:40AM - 11:10AM	4	Cohort B	9	Cohort B			
						BREAK							
12:05PM - 12:50PM (45 min)	Teacher Lunch/Student Transit/Student Lunch Time				6	11:20AM - 11:50AM	5	Cohort B	Advisory Period	Cohort B			
						BREAK							
12:50PM - 2:20 PM (90 min)	60 Minutes Virtual & Remote Learning Tutorial, teachers will provide a Zoom Check In to provide remote and virtual only students with feedback and extra help. 30 Minutes Teacher Prep				7	12:00PM - 12:30PM	Teacher Lunch/Student Transit/Student Lunch Time						
									BREAK				
									8	12:40PM - 1:10PM	60 Minutes Virtual & Remote Learning Tutorial, teachers will provide a Zoom Check In to provide remote and virtual only students with feedback and extra help. 30 Minutes Teacher Prep		
						BREAK							
					9	1:20PM - 1:50PM							
					30 Minute Virtual & Remote Learning/Tutorial								

Special Education

Elementary RR and Self- Contained

LLD and RR students will attend school 5 days a week 8:45-1:00.

- LLD and RR students will attend and participate in the General Education Classroom on the days that their assigned letter (A or B) is "in-person".
- LLD and RR students may or may not attend and participate in the General Education Classroom on the days that their assigned letter (A or B) is "remote" but they are "in-person."
- If they do not attend and participate in the General Education Classroom on the days their assigned letter (A or B) is "remote", they will remain with the Special Education Teacher with the exception of specials.
- LLD teachers, RR teachers, ICS teachers, and Full Time Aides will organize and schedule ZOOM meetings with students one on one or in small groups in the PM after students are dismissed at 1:00.

BD Elementary students will attend school 5 days a week 8:45-1:00.

- 5 days per week, students assigned to A or B cohort. Students may or may not attend and participate in the General Education Classroom on the days that their assigned letter (A or B) is "remote" but they are "in-person"
- If they do not attend and participate in the General Education Classroom on the days their assigned letter (A or B) is "remote", they will remain with the Special Education Teacher with the exception of specials.
- In the self-contained setting students will continue to work on social, emotional, and behavior supports to increase consistency throughout the week

ICS (all subject areas) students will attend school on the days their assigned letter (A or B) is "on site" and be remote on the days their letter (A or B) is "off site."

Special Education

Self-Contained

CBAP PreK - 21

- 5 days per week, dismiss with buildings. In the afternoons, work with students/families virtually to address self-care, parent training, technology training

PALS

- Continue to run 4 days per week with a modified schedule dependent on the arrival/departure of the building. Add an additional virtual piece on 5th day to continue working with students to access technology

Vocational Skills

- 5 days per week, dismiss with buildings. In the afternoons, work with students/families virtually to address self-care, parent training, technology training, review job skills, go to job site if possible

Special Education

6-12 RR / ICS

- **Co-teachers** will be given time to work together to develop ways to ensure that the students in the ICS and ICR settings receive all of their modifications and the instruction. Suggested instructional models and training will be provided to the teachers. Students will be required to check in with the teachers in the afternoons when they are not in-person, the students will be given specific times they will need to zoom with the teachers. Assignments and directions on Google Classroom may be presented in a different way in order to meet the needs of individual students.
- Special Education teachers may **schedule additional times** to meet with students on the days they are remote during the school day to work with them on the lesson of the day or provide even more instruction to enrich their learning.
- **During the tutorial periods** teachers and instructional aides will be working with students in the ICS and RR settings to review, reteach, and reinforce skills and concepts. They will also use these periods to ensure students have extended time.
- **Progress of students** in RR and ICS settings will be monitored by teachers and case managers. Additional support will be provided to any students who need it.
- **The study skills curriculum** and design of the class is being changed in order to provide even more assistance and support with learning the materials presented in each class. The goal is to help each student increase their level of understanding of the material presented in the academic classes. Students will also continue to work on and get assistance with the foundational skills in reading, writing, and math that will help them be successful in all other areas.
- Teachers in all academic areas are looking at the general education **curriculum** and making decisions about the most critical skills and concepts that need to be taught in the General Education, ICS, and RR classes. These concepts will be presented in ways that allow students to understand the concepts and demonstrate what they have learned more than they did in the spring.

100% Virtual Model



The Virtual-Only Student K-5

- All virtual-only students will remain rostered with a traditional homeroom teacher. This allows for a more seamless transition back to school and allows the student to become a part of each of their in-school classes.
- Students will be assigned a virtually-only teacher for their core content instruction.
- Students will attend virtual live sessions with their homeroom teacher for class meetings and specials.
- Designated time at the end of the day would allow for the classroom teacher to hold a *Zoom Check In* with their virtual-only students.

The Virtual-Only Student 6-12

- All virtual-only students will remain rostered in their scheduled classes.
- Students interact with their teachers virtually for all classes as they engage in a variety of teacher- or student-directed activities.
- Designated time at the end of the day would allow for the classroom teacher to hold a *Zoom Check In* with their virtual-only students.
- If extra-curricular activities are operating, virtual-only students will be allowed to participate.
- This allows for a more seamless transition back to school and allows the student to become a part of each of their in-school classes.

Parents need to choose.

Blended Learning Model

OR

100% Virtual Model

Ever Changing Conditions and Unknowns

- 1) What is the plan approval process required by the State of New Jersey?
- 2) What is the guidance regarding the recent announcement that schools may offer a 100% Virtual model for students?
- 3) Could the current directive to open schools in September for “in-person instruction in some capacity” change?