



*Collingswood and Oaklyn
Public Schools*

Welcome Back 2020

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July 31, 2020

Dear Collingswood and Oaklyn Public School Families:

On June 26, Governor Murphy and his administration released [*The Road Back – Restart and Recovery Plan for Education*](#), a guide to help schools prepare to open our buildings in the fall. The roadmap provided by the Department of Education, based heavily on guidance provided by the Centers for Disease Control (CDC) offers some realistic and not-so realistic guidance to help school districts plan to reopen school buildings this fall. It is important to emphasize that COVID-19 policies and decisions discussed in this document are intended to MITIGATE, BUT NOT ELIMINATE the risk of COVID-19.

Since early June, the Collingswood and Oaklyn Schools have convened workgroups to begin making plans to restart school in September. The four workgroups are School Health and Safety, Instruction and Mental Health, Operations and Finance, and a Steering workgroup to help coordinate the efforts of the other groups and communicate that information to the community.

Over the last month, we have collected information from teachers, staff members, and families to help inform our plan development. We have also sought guidance from the CDC and the American Academy of Pediatrics (AAP), both groups upon which we routinely rely for health-related issues. While one look around the country indicates that the COVID-19 situation is rapidly developing and knowing that those conditions may ultimately impact our plans, we feel it is important to get our ***Welcome Back 2020*** plan into the hands of our families and caregivers with a simple warning: You must be prepared for 100% remote instruction at any time. Should we be ordered to close school buildings this fall, as we did last spring, that action may take place with little notice.

The plan is organized into the four sections highlighted in the state plan. Those sections are:

Conditions for Learning
Leadership and Planning
Policy and Funding
Continuity of Learning

Please understand that we all want our students – your children – back in school full-time, five days per week. Right now, given the guidance provided by the State of New Jersey and the CDC, that is not possible. It is also important to point out that given the rapid changes in the COVID-19 situation locally and around the country, these plans are only as good as the information we have today.

Within the last week, Governor Murphy has warned residents that, “You are playing with fire if you gather indoors.” On another occasion, he warned, “Congregating, even if you're a young person and you're healthy -- and you may be asymptomatic and you think you're invincible -- you can't congregate closely indoors.” Finally, to this day, restaurants may not offer indoor dining, yet schools are permitted to serve children in indoor cafeterias. While it would be nice to believe that students will remain six feet apart and keep masks on at all times, let’s keep in mind that those are challenges even adults have been unable to master.

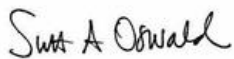
We are releasing the plan today to provide you with as much information as we have right now so that you can begin planning for September 2020. As we continue to plan for health and safety, academic, social-emotional, mental health, transportation, food, and many other considerations, we will always do so with the safety and well-being of your children and our staff members first and foremost on our minds.

Please note these important upcoming dates (these dates are approximate and may change as circumstances surrounding the virus change):

- August 1 *Welcome Back 2020* plan released to Collingswood and Oaklyn communities with directions for families to begin choosing Hybrid or Full Remote learning
- August 8 Deadline for families to select Hybrid or Remote Learning through the Genesis Parent Portal
- August 14 Families notified of Cohort (Blue or Gold) assignments. All students will be assigned a cohort regardless of "Hybrid" or "Remote" choice.
- August 21 Deadline for families to request changes to cohort assignment. We will do our best to accommodate, but requests for changes cannot be guaranteed.
- August 28 Families notified of final cohort assignments
- September 1-4 Staff Training and Professional Learning
- September 8 First Day of School for Students

Please direct any specific questions to your school principals. We will do our best to address those questions and your concerns in a timely manner.

#BeKind



Scott A. Oswald, Ed.D.
Superintendent

Glossary of Terms

The terms listed below are used throughout the *Welcome Back 2020* document. Establishing a common, shared definition of each term may make it easier to understand the plan.

- Accelerated Learning – We understand that during the 2019-2020 school year, students were not exposed to all of the grade level learning that would have occurred had they been in school. *Accelerated Learning* is a strategy designed to increase students' exposure to grade-appropriate work so that every student can get back to grade level. Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Getting back on grade level won't happen in a single year for most students, but if you don't set the goal and build a strategy around it, it won't happen at all.
- Classroom Teacher and Remote Learning Teacher – Within this document, the classroom teacher is the teacher to whom students would be assigned if they were in school. The remote teacher is a Collingswood or Oaklyn teacher who is taking the lead with remote instruction. Both types of teachers are Collingswood or Oaklyn staff members.
- Fully Remote Instruction – A model of instruction where students work from home (or elsewhere) remotely five days per week. These students do not report to school.
- Hybrid Instruction – A model of instruction where students attend school in-person some days and learn remotely (from home or elsewhere) other days.
 - Hybrid In-Person: Students who select the "Hybrid" plan on the days they are scheduled to report for in-person learning.
 - Hybrid Remote: Students who select the "Hybrid" plan on the days they are scheduled to learn from home (or elsewhere), also known as remotely.
- Social and Emotional Learning (SEL) – A large part of our *Welcome Back 2020* strategy is to make sure that our students can understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. By embedding SEL strategies into the school day, we are setting the stage for and preparing our students to achieve academically. The Collingswood and Oaklyn Public Schools use the [New Jersey SEL Learning Competencies](#) as our foundation for promoting the healthy development of young people.
- Synchronous and Asynchronous Learning - Synchronous learning is remote education that happens in real time, whereas asynchronous learning occurs through online channels without real-time interaction. Many hybrid learning models will include a blend of both asynchronous and synchronous online learning.

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Conditions for Learning

Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning

<i>Critical Area</i>	<i>District Actions</i>
<p><u>General Health and Safety Guidelines</u></p> <ul style="list-style-type: none">• Communicating with the Camden County Department of Health• Develop high risk criteria, share with staff and families, and investigate reasonable accommodations for students and staff at <i>higher risk</i>• Promote behaviors that reduce spread	<ul style="list-style-type: none">• The Superintendent will work with the Camden County Department of Health (CCDOH) to establish protocols for communication, school community notification, and contact tracing. Click here for Guidelines supplied by the Camden County Department of Health.• While everyone is at risk for contracting COVID-19, some people are more likely than others to become severely ill. Our School Nurses will consult with our District Physician and the latest CDC information to establish criteria for students and staff who are at increased risk for severe illness. We will then work with students and staff, to the extent practicable, to provide reasonable accommodations that will allow our students to continue learning and our staff members to continue teaching or working with your children.• Signage and parental notification will be identified and distributed to educate our students, families, and caregivers on symptoms of COVID-19 and precautions students can take in school to maximize safety.
<p><u>Classrooms, Testing and Therapy Rooms</u></p> <ul style="list-style-type: none">• Social Distancing - student desks and	<ul style="list-style-type: none">• Social distancing will be promoted by reducing the number of students in any



<p>workspaces separated by 6'</p> <ul style="list-style-type: none">• Physical barriers• Face coverings• Limit use of shared objects and supplies• Ventilation• Hand Sanitizer• Hand-washing stations	<p>classroom or other student workspace at any given time. Useable desks will be arranged six feet apart and tables will be spaced to promote social distancing.</p> <ul style="list-style-type: none">• Physical barriers will be used to provide an extra layer of protection for students and staff. Click here for an example of the physical barrier system ordered for our schools.• Masks will be required of all students and staff while in school. Staff members will be provided with a face shield and masks. Students should work with their families and caregivers to determine the style of face mask that works best for them. Please avoid masks that contain graphic images or language and masks with "built-in" vents as particles can routinely pass through those vents. The districts are asking families to provide masks because only you can determine the style of mask that is most comfortable and has the greatest likelihood of being worn throughout the school day. Please note: The face shield alone is not sufficient unless the student or staff member is unable to wear a mask for medical reasons, as documented by a medical provider.• Sharing of materials and supplies will be discouraged during the school day. When sharing is unavoidable, supplies will be disinfected between use. Elementary principals will publish grade-level supply lists, including supplies for remote learning. Click here for the Collingswood and Oaklyn Elementary Supply Lists.• Our current ventilation system draws fresh air in from the outside. The Facilities Team will change filters every 30 days and use highly rated MERV-13 filters to trap particles.• Hand sanitizer machines have been installed in all elementary classrooms and in high traffic common areas of each school. Hand sanitizer pumps will be available in all middle and high school classrooms for student and staff use.• Hand washing stations are available in some elementary classrooms and all
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<ul style="list-style-type: none">• Early Childhood Considerations• Medically Fragile Students• Belongings from home• Use of larger spaces for Instruction• Scheduling/Movement	<p>preschool classrooms. In elementary classrooms without handwashing stations, teachers will schedule time for handwashing during school day. In secondary classrooms, hand pump sanitizer will be placed in each room for students to use upon entry.</p> <ul style="list-style-type: none">• Close group activities will be avoided in early childhood classrooms. Carpets used as gathering places have been removed. Teachers of early elementary students will ensure hand sanitizer is used under close adult supervision, that students wash and sanitize hands at the start of the day, before snack, after snack, after using the toilet, after sneezing, wiping nose, or blowing nose, and whenever students return from outdoor play.• The CST and the school nurses will work collaboratively to secure and maintain a supply of appropriate PPE for medically fragile students and will advise the Facilities Department of any additional requirements for cleaning and disinfecting classroom spaces beyond those followed in other areas of schools.• Principals and teachers will discourage students from bringing unnecessary items from home. All necessary items will be stored in personal bins with closed lids.• Principals will determine appropriate, alternate uses for large spaces such as cafeterias, all-purpose rooms, auditoriums, and gyms, when distancing is not possible.• Whenever possible, elementary students will remain in cohorts throughout the school day with schedules established to eliminate cohort mixing.
<p><u>Transportation</u></p> <ul style="list-style-type: none">• Social Distancing and Cleaning	<ul style="list-style-type: none">• Busses are scheduled through the Camden County Education Services Commission (ESC), our contracted provider. ECS has rebid all bus routes with



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<ul style="list-style-type: none">• Boarding Buses• Other Safety Protocols• Aides• Aide in Lieu• Waive busing	<p>social distancing and enhanced cleaning protocols in place. Bid specifications call for 22-26 students per bus with students required to wear masks. Masks will be provided by families. The status of bus routes is unknown at this time.</p> <ul style="list-style-type: none">• The Business Office will monitor established onboarding procedures that mitigate risk, such as filling back rows first then reverse upon exit and assigned seating. Expectations will be communicated to the bus companies.• Bus Drivers will open windows, when possible, for air flow and will be required to wear face coverings.• When possible, an aide will accompany the driver on all routes transporting students with special needs.• In the event a bus route cannot be secured or the cost is unreasonable, the Districts may offer "aid in lieu of transportation."• The District will request that parents transport their own students, if possible, in an effort to accommodate the families who cannot provide their own transportation.
<p><u>Student Flow, Entry, Exit, and Common Areas</u></p> <ul style="list-style-type: none">• Student and Staff Health Screenings• Process for Entering the Building	<ul style="list-style-type: none">• Principals will determine times and locations of entry to school buildings as well as a process for ensuring every staff member and student gets a temperature screen and passes a brief wellness check via a pre-established checklist. Nurses will train staff members charged with screenings.• In an effort to promote social distancing, staff and students will enter each school through marked areas as designated by the building principal.



<ul style="list-style-type: none">• Process for Movement in the Building	<ul style="list-style-type: none">• Movement will be minimized at the preschool and elementary levels. At MS and HS levels, Principals will design and mark one-way hallways and staircases to the greatest extent practicable.
<p><u>Screening, PPE, & Response to Students & Staff Presenting Symptoms</u></p> <ul style="list-style-type: none">• Student and Staff Self-Check• Procedures for symptomatic students or staff• Procedure for when person tests positive• Parent Education - Signs of Illness• Face Coverings for School Staff and Visitors• Face Coverings for Students	<ul style="list-style-type: none">• As a first line of defense, School Nurses will develop a self-check protocol for families and staff to implement at home before reporting to school.• The nurse will immediately isolate a symptomatic student or staff member and notify a family member for pickup. The student must return with a doctor's note or negative test. The nurse may provide resources for testing.• When a student or staff member reports a positive test result, the nurse will report the result to the CCDOH, who should already be aware (if the student or staff member is in school, follow steps immediately above). Contact tracing and notification will be conducted according to guidelines published by the CCDOH. Readmittance policies consistent with CCDOH guidance.• Nurses will use CDC guidance to create educational materials for parents regarding signs of illness and the need to keep children home when sick. Furthermore, students may not return to school within 14 days after travel to a "quarantine state."• School staff and admitted visitors are required to wear face coverings unless doing so would inhibit health (with verification required).• Students over the age of 2 years old will be required to wear face coverings, unless doing so inhibits health (with verification required). Families will be



<ul style="list-style-type: none">Visitors without masks	<p>asked to supply comfortably fitting masks. Where a mask is not possible, another form of face covering will be investigated. In the event that a student will not wear a mask, the teacher, administrator, and nurse will attempt to redirect the student and encourage compliance. After several attempts, if the student will not wear the mask, the parent may be called and the student sent home to participate in remote learning. As an extra layer of protection, students will be provided with physical barriers at their desks. CST Case Managers will work with nurses to determine if a student with disabilities is unable to wear a mask and determine acceptable alternatives.</p> <ul style="list-style-type: none">All visitors must have an appointment. If a visitor arrives at a school building with an appointment but without a mask, entry to the school will be denied.
<p><u>Contact Tracing</u></p> <ul style="list-style-type: none">Education for staff and familiesNotification Protocols and Cooperation with CCDOHSelf-Reporting symptoms/suspected exposure	<ul style="list-style-type: none">The district will distribute materials to families on the importance of contact tracing and cooperating with health officials should the need arise.Contact tracing and notification will be conducted according to Guidelines published by the CCDOH. The School District will work with the CCDOH to facilitate contact tracing for confirmed COVID-19 cases.Families will be asked to notify the school nurse as soon as possible if a student is experiencing symptoms of COVID-19.
<p><u>Facilities Cleaning Practices</u></p> <ul style="list-style-type: none">Cleaning Protocols	<ul style="list-style-type: none">The Facilities Department will follow a protocol for routine cleaning and disinfecting both during and after the school day, as well as on any full remote learning days.



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<ul style="list-style-type: none">• Increase cleaning high-touch surfaces• Bathrooms• Water Fountains• Hand Sanitizer• Sanitizing Wipes and Cleaner/Disinfectant• Bus cleaning/sanitizing procedures• Add physical barriers in schools, where needed	<ul style="list-style-type: none">• Contact with traditional high touch point surfaces (door knobs, light switches, railings, etc.) will be reduced through changes in behavior. Protocols will include guidance for all staff to assist in reducing high touch surfaces in the school. Custodians will routinely clean traditional high touch surfaces throughout the day.• Bathrooms will be sanitized daily. Bathrooms will be monitored and the number of students using the bathroom at one time will be limited.• Water fountains will be sanitized throughout the school day. Students and staff will be encouraged to bring refillable water bottles from home to reduce use of water fountains. No-touch bottle fill fountains are available in each school.• Hand sanitizer stations are available at designated entrances and exits, in common areas in hallways, and in classrooms either in automated dispensers or pump stations.• Sanitizer/disinfectant wipes will be available in all classrooms with training on use and precautions provided to all staff.• Busses are contracted through the Camden County Educational Services Commission (ESC). Cleaning protocols are included in bid specifications.• Physical barriers for student desks have been ordered. These clear barriers will surround the student on three sides. Physical barriers will be sanitized off hours by custodians. Sanitizing towels or spray will be available in classrooms during the day for intermittent and between-class cleaning.
<p><u>Meals/Food Service</u></p> <ul style="list-style-type: none">• Cafeteria/Food Service Schedule	<ul style="list-style-type: none">• Lunch will not be served during the school day. Light snacks from home will be encouraged. Students will be asked to bring a clean, simple snack from home.



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<ul style="list-style-type: none">• Develop cafeteria procedures for food service staff• Types of meals to be served• Other considerations if we must serve meals during the school day	<ul style="list-style-type: none">• For meal distribution purposes, food service staff will be trained in safety and sanitation procedures.• The District is working with Nutri Serve to provide five days' meals (breakfasts and lunches) to families during afternoon and evening hours once per week. Students eligible for Free and Reduced Priced Meals (FRPM) may pick up free meals during designated times. FRPM applications available through Genesis.• Student meals will not be available during the school day.
<p><u>Recess/Physical Education</u></p> <ul style="list-style-type: none">• Groups: If groups are at outside simultaneously create 6' separation• Hygiene• Playground equipment• Locker Rooms• Equipment	<ul style="list-style-type: none">• When students are outside of the classroom, staff will use cones, flags, and tape to create separation between groups; groups will remain in classroom cohorts rather than mix with other groups.• Teachers will ensure that students wash/sanitize hands after every outdoor activity.• Use of playground equipment is not permitted until at least October 1. When/if allowed after that date, use will be staggered and equipment will be frequently disinfected; spaces will be marked off to ensure 6' distancing between students.• Middle and High School locker rooms will be closed through at least October 1.• During teacher recess or PE, teachers will limit or eliminate use of all equipment; students will not share equipment; if sharing is necessary, teachers will disinfect between uses.



<ul style="list-style-type: none">• Mixing cohorts	<ul style="list-style-type: none">• The school day will be scheduled to minimize mixing between cohorts.
<p><u>Field Trips, Extra-Curricular Activities, Use of Facilities by Outside Groups</u></p> <ul style="list-style-type: none">• Co-Curricular Activities• School Pictures• Field Trips• Assemblies, Large Group Gathering• Use of Facilities by Outside Groups• In-Person Gatherings Outside School Hours	<ul style="list-style-type: none">• Non-athletic, co-curricular activities, including instrument lessons, will be limited through at least October 1. When/if limited activities are reinstated, staff and student participants must adhere to all guidelines for distancing and hygiene. School athletics will follow guidance provided by the NJSIAA.• School pictures will be delayed until further notice. Senior pictures will be scheduled with extra safety precautions included.• No field trips will be scheduled prior to February 1, 2021.• No assemblies or other large, in-school gatherings will be scheduled prior to February 1, 2021.• No outside groups will be permitted to use indoor school facilities prior to February 1, 2021. Outdoor use by outside organizations will be considered on a case-by-case basis. PTA meetings should happen remotely/off school grounds. Other annual events (Book Fairs, Parties, Library Checkout) are cancelled until further notice. Back to School Nights, in some form, will happen remotely.• No after school student or staff gatherings will be permitted until at least October 1, 2020 as such activities interfere with cleaning protocols and efforts to “cohort” students and staff.



Social and Emotional Learning (SEL) and School Culture and Climate	
<u>Educator Well-Being</u> <ul style="list-style-type: none">Support educator well-being so they may best support students	<ul style="list-style-type: none">Following the belief that broken educators cannot help their students, select administrators and coaches are reading <i>Onward: Cultivating Emotional Resilience for Educators</i>. Those staff members will offer activities from the book in which staff can participate. Nurses and District counselors will provide check-ins for all staff members in their building to monitor well-being and offer services. The NJEA offers an Employee Assistance Program (EAP) that will be publicized to its members. Staff members can use insurance services, if needed.
<u>Trauma-Informed Social Emotional Learning (SEL)</u> <ul style="list-style-type: none">Staff and Student TraumaImportance of SEL to student successStaffing for SEL needs	<ul style="list-style-type: none">District Staff participated in Trauma-Informed Practices training during the 2019-2020 school year. A “trauma cheat sheet” will be developed for staff members as a refresher of the highlights of training, focusing on the importance of:<ul style="list-style-type: none">Routines (which will be new) and clear, consistent communication;Prioritizing relationships and well-being over assignment and behavioral compliance;Supporting students and staff in feeling connected, and hopeful.The Districts will create and share with staff, students, and families the district’s emphasis on SEL and the importance of SEL for student success.The district has available certified school counselors, school psychologists, social workers, school psychology interns, and social work interns. In Collingswood, staff from Jefferson Behavioral Health is also available.



<ul style="list-style-type: none">• Deliberate Opportunities to Connect• Professional Development• System of check-ins with students and families	<ul style="list-style-type: none">• During the month of September, staff members will prioritize creating opportunities to connect with each other, with students, and with families.• District SEL leaders will provide training to elementary staff and special area teachers on how to center their lessons around SEL and mindfulness. At the secondary level, the Health and Physical Education teachers will refocus their work on SEL and mindfulness. Time will be set aside to reflect upon strategies that are working and staff will share successful strategies with each other.• Principals will establish expectations and procedures for staff check-ins with families and students.
<p><u>School Culture and Climate</u></p> <ul style="list-style-type: none">• Positive School Culture	<ul style="list-style-type: none">• Schools will prioritize health and emotional well-being and assess school culture to identify vulnerabilities.
<p><u>Utilizing the Strengths of Staff</u></p> <ul style="list-style-type: none">• School Leaders• Student Support Staff	<ul style="list-style-type: none">• The District and Schools will reinforce the message that SEL should receive the same level of importance as attendance and grades. Staff members will support positive culture and social emotional learning, including a system to ensure every student has one caring staff member and every staff member has one caring administrator to which they can turn.• Counselors and CST members will provide resources and strategies to leaders and teachers; connect w/families to provide support; provide PD to staff; support school leaders in establishing protocols for identifying and supporting students' SEL needs



<ul style="list-style-type: none">Teachers	<ul style="list-style-type: none">Teachers will embed SEL skills into lessons, provide opportunities for students to connect, monitor student behavior and performance, and seek support for students who are struggling.
Multi-Tiered System of Supports (MTSS)	
<ul style="list-style-type: none">Academic Universal ScreeningMental Health Universal ScreeningFamily Engagement	<ul style="list-style-type: none">Students will be screened for academic gaps using unit-embedded tools with which they are familiar, including <i>Units of Study</i> and <i>GoMath!</i> Pre-assessments, and <i>CommonLit</i>, and <i>Imagine Math</i> benchmarks.The Districts will identify and administer a universal mental health screener from Jefferson Behavioral Health to help identify/support students in need.Families will be involved in all decision-making processes regarding interventions and supports, including how and where they will occur. I&RS meetings will need to take place virtually.
Wraparound Supports	
<ul style="list-style-type: none">Mental Health SupportsPrimary Health and Dental Care	<ul style="list-style-type: none">Both Districts have established a three-tier model for mental health supports. Tier 1: Prevention and universal supports including providing access to mental health resources, utilizing trauma-sensitive approaches, SEL programming, and check-ins. Tier 2: Using existing staff to provide more intensive support for students in need. Tier 3 -Offer individualized and intensive support through school staff or community providers.School nurses maintain lists of resources for families and coordinate referrals to government services including NJ Family Care, NJSNAP, NJHelps, health



<ul style="list-style-type: none">Family Engagement	<p>clinics and dental clinics.</p> <ul style="list-style-type: none">Welcome Back 2020 planning teams include decisions about:<ul style="list-style-type: none">Administering family surveysIncluding parents on planning teamsCommunicating plans through multiple platformsSoliciting feedback on plan from families
Food Service and Distribution	
<ul style="list-style-type: none">Feeding Students	<ul style="list-style-type: none">Nutri Serve is planning to provide meals to eligible families - 5 breakfasts and 5 lunches distributed weekly during afternoon and evening time frame.
Quality Child Care	
<ul style="list-style-type: none">Child Care	<ul style="list-style-type: none">The District after-care provider, <i>Just Kids</i>, will provide the following services on a limited basis.<ul style="list-style-type: none">After School Care at each school location between 1:15p - 6:00p on days when students are attending in-person.Full-day care from 9:00a - 6:00p on days when hybrid students are learning remotely.Full-day care from 9:00a - 6:00p on days when all students are learning remote (Wednesdays).Based on the results of the family survey, <i>Just Kids</i> will be able to run AM care at select elementary schools beginning at 6:45a on days when a child attends school in-person. Those locations will depend on the results of the survey.



Leadership and Planning	
Requirements to Re-Open	
Critical Area	District Actions and Person(s) Responsible
<u>What We Know</u> <ul style="list-style-type: none">Public Health Trends Support School Re-OpeningSchools Must Reopen for In-Person InstructionSchools Will Operate at Reduced CapacityDistricts Need to Prepare to Move to Remote Instruction Quickly	<ul style="list-style-type: none">The Districts will develop comprehensive plans to reopen schools as long as local data suggests it is safe. Four district workgroups were charged with the planning - School Health and Safety, Instruction and Social/Mental Health, Operations and Fiscal Management, and a Steering Workgroup.Under current state guidance, schools will reopen to offer modified, in-person instruction for fall, 2020.Due to social distancing and safety requirements, schools will open using a hybrid model with half of our students in attendance daily.The District Plan will allow us to move to full-remote instruction, if needed. Professional Learning for teachers will allow us to continue to strengthen remote learning strategies in the areas of: Structure of teaching (full group, small group, intervention); E-classroom management strategies; Instructional tools; and Assessment and Engagement.
<u>Operational Requirements</u> <ul style="list-style-type: none">Prepare Buildings and Grounds	<ul style="list-style-type: none">The Facilities Department will develop routine, high-touch, and deep cleaning



<ul style="list-style-type: none">• Form Pandemic Response team in the District• Clear Communications Protocols• Adopt Contingency Plans in Event Schools Must Close• Collect Feedback from Stakeholders• Key Considerations re: Policy and Practice Changes	<p>protocols and share with the facilities team through training. Access points and circulation patterns will be established in each school. Signage will be created to reinforce expected traffic patterns.</p> <ul style="list-style-type: none">• The District Level Pandemic Response team will consist of the co-chairs of each of the four Restart Committees.• Communication will come from the Superintendent (district wide decisions) and the Principals/School Administrators (school-based decisions).• In the event that the CCDOH requires the District to close, all schools will transition to fully-remote learning.• The Districts used staff and family surveys, community forums, feedback from community members on restart workgroups, and feedback from Board of Education members to develop and refine its plan.• The district plan will evolve over time as regional health conditions change and as we learn from implementation. As the plan evolves, decisions will be based on the following questions: Will the change (a) encourage distancing? (b) discourage cohort mixing? (c) improve hygiene practices? (d) impact mental health?
<u>School-Level Pandemic Response Teams</u>	
<u>Establish School-Level Pandemic Response Teams (PRT)</u> <ul style="list-style-type: none">• Pandemic Response Teams	<ul style="list-style-type: none">• School-level Pandemic Response Teams will assist with COVID-19 related decision-making and will include an administrator, teacher, CST member,



	nurse, custodian, and parent. The school-based PRTs will oversee implementation of the district plan, adjusting school health protocols as needed, providing training to staff, reviewing/reporting school-level COVID-19 data, developing procedures to foster supportive school climates, communicating school-based decisions, and creating avenues of communication to and from the school community.
School Day/Scheduling	
<u>What Counts?</u> <ul style="list-style-type: none">School Year, School Day Schedule	<ul style="list-style-type: none">School days shall consist of not less than four hours which may include synchronous and asynchronous instruction. The requirement for a 180-day school year is met through adoption of our updated school calendars (attached). The daily schedule is as follows:<ul style="list-style-type: none">Preschool<ul style="list-style-type: none">Arrival: 8:45a - 9:15a (screenings)Instruction: 9:15a - 1:15pDismissal: 1:15p - 1:30pElementary<ul style="list-style-type: none">Arrival: 8:30a - 9:00a (screenings)Instruction: 9:00a - 1:00pDismissal: 1:00p - 1:15pMS/HS<ul style="list-style-type: none">Arrival 7:50a - 8:15a (screenings)Instruction 8:15a - 12:30pDismissal 12:30p - 12:45p
<ul style="list-style-type: none">Scheduling Options	<ul style="list-style-type: none">Students and families may select between a Hybrid Learning Model and Full-Remote Learning model, as outlined below. The selection of the full-remote



<ul style="list-style-type: none">• Hybrid Weekly Schedule• Full-Remote Weekly Schedule• Remote Student Transition Back to In-Person Learning• Daily Instruction Time	<p>learning model will be binding for one marking period (MS/HS) or trimester (elementary school) with dates outlined below. Families may opt for their children to return to school by providing sufficient notice prior to the marking period/trimester break.</p> <ul style="list-style-type: none">• Hybrid Schedule<ul style="list-style-type: none">○ Blue team: In Person Mon and Tues; Remote Wed, Thurs, Fri○ Gold team: In Person Thurs and Fri; Remote Mon, Tues, Wed○ Wednesday will be used for independent work, remote student support, equity periods, and teacher planning and training.• Full-Remote Schedule<ul style="list-style-type: none">○ Students attend lessons remotely on Monday, Tuesday, Thursday, and Friday following the schedule above with time for additional support outside of that schedule. Wednesday will be used for independent work, remote student support, equity periods, and teacher planning and training.• Full-Remote students may transition to hybrid in-person learning on the first day of a new marking period (MS/HS - Nov 16, Jan 25, or April 12) or trimester (elementary schools - Nov 30 or Mar 15). Parents must provide notice two weeks prior to the start of the new reporting period (MS/HS deadlines - Nov 4, Jan 13, Mar 31 and PS/Elementary deadlines - Nov 18, Mar 3).• MS/HS Expectations:<ul style="list-style-type: none">○ To the greatest extent possible, students will “attend” school in-person or remote, on Mondays, Tuesdays, Thursdays, and Fridays. Full-remote students will participate remotely each of these days.○ New content will be taught and student work assigned each of these days. Support for that work will be provided each day at 12:30p and on Wednesdays between 10:25a - 12:30p.
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	<ul style="list-style-type: none">○ Teachers will provide video-based mini-lessons for all students at the start of a lesson, then provide in-person or remote support following the mini-lesson.● MS/HS Schedule<ul style="list-style-type: none">○ <u>Day 5</u> Period A: 8:15a - 9:15a Period B: 9:20a - 10:20a Period C: 10:25a - 11:25a Period D: 11:30a - 12:30p Equity Period: 12:30p - 1:15p○ <u>Day 6</u> Period E: 8:15a - 9:15a Period F: 9:20a - 10:20a Period G: 10:25a - 11:25a Period H: 11:30a - 12:30p Equity Period: 12:30p - 1:15p○ Students meeting required instructional hours will include remote students receiving the same instruction and completing the same assignments as students who are in class. Independent work can also be assigned on hybrid in-person, hybrid remote, and full-remote days. Scheduling will support a combination of synchronous and asynchronous instruction.○ Students who are members of an identified subgroup (students with special needs, emerging language learners, students who are homeless, and students requiring interventions) will be provided with opportunities for additional instruction, remote or in-person, during Equity Periods to help them meet curriculum and IEP goals.● Elementary Expectations:<ul style="list-style-type: none">○ We understand that elementary school students need additional support and guidance both when in school and at home. For this reason, all elementary students will meet with their classroom teachers each morning, but hybrid-remote and full-remote students will then receive instruction and support for learning from our remote learning (RL) teachers throughout the day before meeting again with
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	<p>their classroom teachers each afternoon.</p> <ul style="list-style-type: none">○ To the greatest extent possible, students will “attend” school in-person or remote, on Mondays, Tuesdays, Thursdays, and Fridays during school hours working with the classroom teacher or a remote learning teacher. Full-remote students will participate remotely each of these days, also meeting with the classroom teacher and remote learning teacher.○ New content will be taught and student work assigned each of these days with Reading, Writing, Word Study, and Math the focus of the in-person days. Science, Social Studies, Math and other content follow-up will be scheduled for the days students are working from home. Support will be provided each Mon, Tues, Thurs, and Fri at 2:30p for students who are remote that day and on Wednesdays between 10:25a - 12:30p for any student.○ Classroom teachers will provide video-based mini-lessons for all students throughout the week. Students will then be supported by classroom or remote learning teachers depending on whether they are working in-school or remotely that day. <ul style="list-style-type: none">● Elementary Schedule<ul style="list-style-type: none">○ <u>Hybrid In-Person Days</u><table><tr><td>9:00a - 9:30a</td><td>Warm-up/Morning Meeting (classroom teacher)</td></tr><tr><td>9:30a - 1:15p</td><td>Reading, Writing, Word Study, and Math</td></tr></table>○ <u>Hybrid Remote Days</u><table><tr><td>9:00a - 9:30a</td><td>Warm-up/Morning Meeting (classroom teacher)</td></tr><tr><td>9:30a - 10:30a</td><td>Science mini-lesson and activity (RL teacher)</td></tr><tr><td>10:30a</td><td>ImagineMath work independently</td></tr><tr><td>11:30a</td><td>Teacher Check-In (RL teacher) content follow-up</td></tr><tr><td>2:30p - 3:00p</td><td>Afternoon Meeting (classroom teacher)</td></tr></table>	9:00a - 9:30a	Warm-up/Morning Meeting (classroom teacher)	9:30a - 1:15p	Reading, Writing, Word Study, and Math	9:00a - 9:30a	Warm-up/Morning Meeting (classroom teacher)	9:30a - 10:30a	Science mini-lesson and activity (RL teacher)	10:30a	ImagineMath work independently	11:30a	Teacher Check-In (RL teacher) content follow-up	2:30p - 3:00p	Afternoon Meeting (classroom teacher)
9:00a - 9:30a	Warm-up/Morning Meeting (classroom teacher)														
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2:30p - 3:00p	Afternoon Meeting (classroom teacher)														



	<ul style="list-style-type: none">○ <u>Full Remote Students</u> 9:00a - 9:30a Warm-up/Morning Meeting (classroom teacher) 9:30a - 1:15p Students will watch mini-lesson videos and complete activities and assignments aligned with the days they would be assigned if in-school (*see below). The RL teachers will schedule time with full-remote students on these days between 9:45a - 11:30a and between 11:45a - 1:15p. *All students will be assigned to a team, whether they choose hybrid or full-remote learning. If a full-remote student is assigned to the blue team, on blue days (Mon/Tues) she will start her day at 9am with the morning meeting with her classroom teacher. The balance of that day will consist of watching the mini-lesson for Reading, Word Study, Math and Writing, plus a read aloud. The assigned remote learning teacher will schedule time with the student (in small groups) to provide follow-up and support in those areas. The student may rejoin the classroom teacher at 2:30 for the afternoon meeting. On the days when that full-remote student's blue team is scheduled to be remote (Thurs and Fri), the student will follow the Hybrid Remote schedule of her in-school team (above), focusing on science, social studies, math, and content follow-up. The student may then check-in with the classroom teacher from 2:30p - 3:00p for the afternoon meeting.● Preschool Schedule:<ul style="list-style-type: none">○ <u>Hybrid In-Person Days</u> 9:15a - 9:45a Warm Up/Check-in/Question of the Day 9:45a - 1:15p <i>Creative Curriculum</i>: Interest Areas, Gross Motor Skills and Social and Emotional Learning○ <u>Hybrid Remote Days</u>
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	<p>9:15a - 9:45a Warm Up/Check-in/Question of the Day 9:45a - 1:15p Remote Teacher (following <i>Creative Curriculum</i>)</p> <ul style="list-style-type: none">○ <u>Full Remote Students</u> 9:15a - 9:45a Warm Up/Check-in/Question of the Day 9:45a - 1:15p Remote Teacher (Small group lessons and support following <i>Creative Curriculum</i>) *All students will be assigned to a team, whether they choose hybrid or full-remote learning. If a full-remote student is assigned to the blue team, on blue days (Mon/Tues) she will start her day at 9:15am with the Check-In with her classroom teacher. The balance of that day will consist of <i>Creative Curriculum</i> lessons and activities with the classroom teacher (hybrid in-person) or the remote teacher (hybrid remote and full-remote students).<p>On the days when that full-remote student's blue team is scheduled to be remote (Thurs and Fri), the student will follow the Hybrid Remote schedule of her in-school team (above), following <i>Creative Curriculum</i>.</p>
<p><u>Implementation Strategies</u></p> <ul style="list-style-type: none">● Communication● Attendance● Access to Technology	<ul style="list-style-type: none">● Messaging will be clear and consistent with a single point of district-level information and a single point of school-level information. The goal is always to provide clarity to "get ahead of questions."● The district will develop a clear attendance policy, including standards for hybrid in-person, hybrid remote, and full remote students. These standards will be released prior to the start of the school year, but some synchronous learning during school hours will be expected. Families unable to meet that expectation may contact your child's teacher or principal.● The district will provide a device to every student. Wi-fi hotspots will be



<ul style="list-style-type: none">• Professional Development• Feedback Loops• School Personnel• Access to Supports• Learning Management System	<p>provided for students who lack access at home.</p> <ul style="list-style-type: none">• Staff members will participate in professional development PLCs for a portion of the day on Wednesdays. During these times, staff members will not be available to students.• District administrators will work with staff members to gather feedback and adjust plans accordingly. We will remain flexible, adjust when necessary, and abandon what's not working.• The District has developed contingency plans to address staff shortages caused by a limited number of staff absences, including opportunities for "remote" teachers to support remote and in-person students. Principals will attempt to identify permanent substitutes for their buildings. This will be one of our greatest challenges.• The Counseling and CST offices will establish roles for counselors, nurses, and CST members in terms of support for students and staff.• Google Classroom will serve as the primary learning management system (hub) in the district.
Staff Member (Administrator, Teacher, Educational Services, and Support Staff) Other Responsibilities	
<p><u>Other Responsibilities</u></p> <ul style="list-style-type: none">• School Operations• Instructional Contributions	<ul style="list-style-type: none">• Throughout the school day, all staff will be asked to monitor and reinforce social distancing, support safety logistics, and be present in common areas.• Instructional staff members will become familiar with online platforms, plan



<ul style="list-style-type: none">• Wellness• Feedback and Assessment• Materials	<p>standards-based lessons and establish predictable routines, keeping in mind the importance of consistency of lessons and tools, collaboration with colleagues, and communication with students and families. Instructional staff should review digital citizenship expectations with students.</p> <ul style="list-style-type: none">• All staff members will contribute to the school wide system for monitoring student wellness, as developed by the building principal.• Administrators and teachers will make recommendations about assessment, regular feedback to students, and grading. These decisions will be shared with families as soon as they are finalized.• At the elementary level, common grade-level supply lists will be shared with families. These lists will include both “in school” and “at home” supplies to increase success with the hybrid model. When possible, a similar list will be shared with families in grades 6-12, though these lists are typically course-based and not grade-level based.
Educator Roles Related to School Technology Needs	
<p><u>Preparation</u></p> <ul style="list-style-type: none">• Support• Devices and Access• Setup	<ul style="list-style-type: none">• The IT Department will provide tech support to teachers, students/families in a system similar to the one used during the spring 2020 remote learning period.• All students and staff will receive a school-issued device through the IT Department. Wi-fi access points will be available to families who need them.• As common tools and resources are identified by teaching staff members, ease of use (interface, sign-on process) will be considered. Families will have access to all login information, etc.



<ul style="list-style-type: none">• Training	<ul style="list-style-type: none">• Training videos will be developed for teachers and “how to” videos for families. A common set of digital literacy expectations will be designed and shared, as well.
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Policy and Funding	
School Funding	
<i>Critical Area</i>	<i>District Actions and Person(s) Responsible</i>
<u>ESSE Relief Fund (CARES)</u> <ul style="list-style-type: none">• Allocation and Uses	<ul style="list-style-type: none">• The Coronavirus Aid, Relief, and Economic Security (CARES) Act provided schools with funding to partially offset the costs associated with responding to the COVID-19 pandemic, including costs associated with securing additional Chromebooks (a device for every child), hotspots, PPE, and cleaning/disinfecting supplies and equipment. CARES funding cannot be used for recurring costs.
<u>Federal Emergency Management Agency (FEMA)</u> <ul style="list-style-type: none">• Eligibility	<ul style="list-style-type: none">• The Business Office studied FEMA guidance and will apply for all potential FEMA-related reimbursements up to 75% of eligible expenses that are the direct result of declared emergency. FEMA is a payer-of-last-resort. FEMA may reimburse for expenses associated with PPE and the disinfecting of common areas. Payment is not guaranteed.



<u>State School Aid</u> <ul style="list-style-type: none">Accounting	<ul style="list-style-type: none">Both the Collingswood and Oaklyn budgets will be revised to reflect recent reductions in state aid figures.
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Continuity of Learning

Student Growth, Special Populations

<i>Critical Area</i>	<i>District Action and Person(s) Responsible</i>
<u>Student Growth</u> <ul style="list-style-type: none">Measuring Student GrowthPrioritizing Students Who Need In-Person instruction Most	<ul style="list-style-type: none">At the elementary level, <i>Units of Study</i> pre-assessments will be used to gauge where students are in their learning; in mathematics, <i>GoMath!</i> includes similar pre-assessments. At the secondary level, CommonLit and ImagineMath have assessments embedded. Assessments will be administered after SEL connections are made in September. We will not begin with academic assessments.Achieving equity must be a priority. Priority for additional in-person instruction will be given to students with disabilities, emerging language learners, homeless, low-income, and struggling learners. Schedules and protocols will be established to attempt to provide added time and services for those students.



Delivery of Special Education and Related Services	
<p><u>Students with Special Needs</u></p> <ul style="list-style-type: none">• Medically Fragile Students• Growth Students with Disabilities• Evaluation Processes• Communication	<ul style="list-style-type: none">• The CST will work with Nurses and the Facilities Department to determine what accommodations can be made to return medically fragile students to the district.• The CST case managers and teachers will review academic data and other IEP goals to determine what services are required to address any regression.• The CST will continue evaluation processes in a hybrid manner, working closely with team members, families, and students.• The CST will ensure that communications with families regarding procedures for evaluation are clear and concise.
Technology, Connectivity, Participation, and Platforms	
<p><u>Technology and Connectivity</u></p> <ul style="list-style-type: none">• Devices• Connectivity• Setup/Training	<ul style="list-style-type: none">• The IT Department will secure devices for every student PS-12.• Families that lack Internet connectivity will be provided a hotspot.• The IT Department will configure devices and develop setup procedures for families who need to set up hotspots. Remote telephone support will be provided to families, as needed.



<u>Technology Considerations</u> <ul style="list-style-type: none">• Tracking Participation Rates and Attendance• Platforms• Technical Assistance	<ul style="list-style-type: none">• Tracking participation and attendance was one of the two biggest challenges in spring 2020. A team of administrators and teachers will brainstorm methods for tracking participation and attendance. A clear, consistent, age-appropriate set of guidelines will be established and distributed.• Google Classroom will be used as the platform from which to launch each day. Using a common platform across the district simplifies delivery from a family perspective.• The District will use the same technical support procedures used in the spring, including device repair and delivery of new devices to families.
<u>Curriculum, Instruction, and Assessment</u>	
<u>Delivering High-Quality Instruction in Hybrid Environment</u> <ul style="list-style-type: none">• Staff Training / Refinement• Equitable Access• Engagement• Assessment	<ul style="list-style-type: none">• The Remote Learning Team will work to develop training focused on remote essentials as well as planning for a hybrid model. Clear and consistent daily schedules, lesson structures, and expectations will be developed and shared.• Every student will have a working, school-issued device. Hotspots will be issued to students who lack connectivity access.• As part of training, noted above, the Remote Learning Team will identify and publish promising practices to maximize engagement and effectiveness during remote learning.• The second largest challenge during spring 2020 was assessment (formative, summative) and grading. The Instruction and Remote Learning Workgroups at



<ul style="list-style-type: none">• Relationships• Consistency	<p>the elementary and secondary level will develop “best practices” for hybrid/remote assessment.</p> <ul style="list-style-type: none">• Principals and Supervisors will impress upon teachers the importance of dedicating time to build relationships with students.• Principals and Supervisors will impress upon teachers the importance of consistency across grades/ content areas through collaboration. This consistency can lead to sharing resources, recorded lessons, etc.
<p><u>Virtual and Hybrid - Curriculum</u></p> <ul style="list-style-type: none">• Loss of Learning and Learning Gaps• <i>Accelerated Learning</i>• Prioritize Learning Goals	<ul style="list-style-type: none">• Because of the nature of the 2019-2020 school year, there will be gaps in learning from the previous year; see <i>Accelerated Learning</i> below - determine what unfinished learning needs to be addressed and address it “on the fly” within the context of current curriculum standards.• <i>Accelerated Learning</i> is defined as providing students with grade level curriculum and materials accompanied by appropriate supports to fill in gaps. Because all students will have gaps from the previous year, teachers will:<ul style="list-style-type: none">○ Prioritize most critical prerequisite skills and diagnose unfinished learning throughout the school year;○ Adapt curriculum to include areas where teachers may need to support the gaps in skills and how those skills can be “back-filled;” and○ Monitor progress on grade-level content and adjust support with both current and prerequisite skills.• Supervisors, Curriculum Directors, and Teacher Workgroups will use PLCs to identify priority standards and priority learning goals; teachers will not cover everything they typically teach; assignments should be consistent with targeted standards; assessment should target explicit goals.



<ul style="list-style-type: none">• Communication• Consistency• LEAP/G&T	<ul style="list-style-type: none">• Teachers will provide clear, consistent communication about expectations for addressing unfinished learning while teaching on grade standards.• Teachers will collaborate across grade levels and content areas. Time will be built into the schedule for grade level, school level, and content area PLC planning time.• LEAP/G&T at the elementary level will be provided remotely. At the secondary level, G&T is course-based.
<p><u>Virtual and Hybrid - Instruction</u></p> <ul style="list-style-type: none">• Shared understanding• Types of Learning• Student Agency• Clarity• Creativity	<ul style="list-style-type: none">• The staff will develop a shared understanding about expectations and “what works” with remote and hybrid learning, recognizing that “what works” may be different across different grade spans and instructional content areas. Staff will identify topics and provide recorded and/or virtual PD and office hours to support teachers.• The district continues to plan synchronous, asynchronous, and small group differentiated instruction. Specific timeframes and parameters will be set for “teaching” those in school and those remote. This will be the toughest aspect of maintaining simultaneous hybrid and remote schedules.• One of our goals will be to encourage student agency and ownership of their learning.• Clarity is critical regarding expectations and how students will demonstrate learning; teachers must consider that students will not be in class to ask their questions so clarity up front reduces confusion and ambiguity.• By using the literacy block to tackle social studies, science, character education, and SEL issues along with targeted literacy skills, students can learn in a



	multidisciplinary manner and successfully support multiple learning goals.
<u>Virtual and Hybrid - Assessment</u> <ul style="list-style-type: none">• Types of Assessments• Assessment Strategy• Professional Development	<ul style="list-style-type: none">• Teachers will use pre-assessments, frequent formative assessments, interim assessments, and summative assessments; strategies on how to administer in a hybrid or remote environment will be the subject of professional learning.• The District will develop a grade-span assessment strategy aimed at identifying gaps while moving students forward with grade level standards (pre), providing feedback to inform instruction (formative) and assessing small and larger chunks of mastery (interim and summative).• Time will be allocated for professional learning in the area of remote learning assessment strategies.
<u>Professional Learning</u> <ul style="list-style-type: none">• Remote/Hybrid Learning Tools• Planning Time• Ongoing Professional Learning	<ul style="list-style-type: none">• Administrators, teachers, and the Instructional and Remote Learning Workgroups will determine the common tools and software to be used across grade spans and identify areas where teachers need professional learning with those tools.• Planning and collaboration time will be more essential than ever. Collaborative PLC time will be built into the weekly schedule and must be prioritized.• Administrators, teachers, and the Instructional and Remote Learning Workgroups will identify and provide appropriate professional learning via video tutorial, including, where appropriate, video tutorials for families.



2020-2021

Collingswood Public Schools

academic calendar (rev. July 2020)

September 2020						
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February 2021						
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March 2021						
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November 2020						
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December 2020						
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Notes & Holidays

2020

September 1-4 CLOSED Staff PLD
 September 7 CLOSED Labor Day
 September 8 First Day Students

October 7 CLOSED - Staff PLD

November 5-6 CLOSED Fall Break, NJEA Convention
 November 25 SINGLE SESSION
 November 26-27 CLOSED Thanksgiving Break

December 23 SINGLE SESSION
 December 24-31 CLOSED Winter Break

2021

January 1 CLOSED Winter Break
 January 18 CLOSED MLK Jr Day

February 15 CLOSED Presidents' Day

April 2 CLOSED Spring Break
 April 5-9 CLOSED Spring Break

May 31 CLOSED Memorial Day

June 14-16 SINGLE SESSION
 June 17 SINGLE SESSION/Tentative Last Day

Calendar Updates July 2020

PK/Elementary Single Session and Early Dismissal 12:30pm
 MS/HS Single Session 12:35pm; Early Dismissal 1:04pm

Make-up days: June 18, 21, 22, 23, 24, 25



2020-2021

Oaklyn Public School

academic calendar (rev July 2020)

September 2020						
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October 2020						
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March 2021						
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November 2020						
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December 2020						
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May 2021						
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January 2021						
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Notes & Holidays

2020

September 1-4 CLOSED Staff PLD
 September 7 CLOSED Labor Day
 September 8 First Day Students

October 7 CLOSED Staff PLD

November 5-6 CLOSED Fall Break, NJEA Convention
 November 25 Early Dismissal
 November 26-27 CLOSED Thanksgiving Break

December 23 Early Dismissal
 December 24-31 CLOSED Winter Break

2021

January 1 CLOSED Winter Break
 January 18 CLOSED MLK Jr Day

February 15 CLOSED Presidents' Day

April 2 CLOSED Spring Break
 April 5-9 CLOSED Spring Break

May 31 CLOSED Memorial Day

June 14-16 Early Dismissal
 June 17 Early Dismissal/Tentative Last Day

Calendar Updated July 2020

Early Dismissal 12:30pm

Make-up days: June 18, 21, 22, 23, 24, 25