
PALMYRA SCHOOL DISTRICT

Restart and Recovery Plan 2020



Board Approved: July 29, 2020

Update Board Approved: August 26, 2020

Update Board Approved: October 28, 2020

Dr. Brian J. McBride

Superintendent of Schools

Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs.

The Palmyra Board of Education Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district's local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To help ensure that the district is able to reopen safely while equitably supporting the needs of all students, information within the Plan is organized in five key subject areas: Conditions for Learning; Academic, Social and Behavioral Supports; Leadership and Planning; Policy and Funding; and Continuity of Learning.

District Mission Statement

The Mission of the Palmyra Public School District is to work cooperatively with available resources of home and community, including business and industry, to offer each child the educational opportunities that will enable him or her to function politically, economically, and socially in a democratic society and to fully facilitate their development within a safe and secure school environment.

Palmyra Board of Education Members

Sean Toner, Board President

Mark Russell, Vice President

Kate Allen-Yoakum

Amy Austin

Laurie Beck

Judy Belton

Erica Campbell

James Dickinson

John Liebe

Scott Warnock (Riverton Representative)

Joseph Russell (Student Representative)

Restart Committee Members

Brian McBride, Superintendent
Bill Blatchley, Business Administrator/Board Secretary
Amy Austin, Board Member and Parent
Judy Belton, Board Member and Parent
Chris Tracey, Charles Street School Principal
Ken Holloway, Palmyra Middle School Principal
Lisa Sabo, Palmyra High School Principal
Stacy Saia, Supervisor of Curriculum and Instruction
Lianne Kane, Supervisor of Student Services
Dave Ritchie, Director of Technology
Mike Papenberg, Assistant Principal/Athletic Director
Jay Toscano, Assistant Principal
Ron Holt, Director of Facilities
Rob Reimer, Technology Support
Omar Kendall, School Resource Officer, Palmyra Police Department
Richard Dreby, Office of Emergency Management, Borough of Palmyra
Lynn Mills, Palmyra Education Association President, Teacher, CSS
Kathy McClure, School Nurse, PMS/PHS
Karen DeCesare, Teacher, PMS/PHS
Kristin Tyler, Lead Teacher, CSS
Jenn Walter, Special Education Teacher, PMS/PHS
Lisa Jablonski, Administrative Assistant, DAS
Natashia Latimore, Parent
Olivia Falicki, Student
Kaylah Latimore, Student,
Madison Carr, Student
Joseph Russell, Student Representative to BOE
Andrew Yansick, Student, Student Council President

Pandemic Response Team – Charles Street School

Chairperson: Chris Tracey

Members: Sue Mason, Kristin Tyler, Mary Del Rossi, Christina Birch, Kathryn Hagmann, Craig Turner, Janine Panto (parent), Stacy Burns (parent), Omar Kendall, Amanda Milewski

CSS Grade Level Members: Lauren Quinn, Tina Stagliano, Jenna Mackey, Karen Adams, Raleigh Ruff, Jen Allen

Pandemic Response Team – Palmyra Middle/High School

Chairperson: Lisa Sabo

Members: Ken Holloway, Jay Toscano, Kathy McClure, Jenn Walter, Karen DeCesare, Ron Holt, Lorita Foster, Lauren Schmidt, Jen McCoy, Karyn Frengs, Rick Gunning, Kara Shore, Mike Papenberg, Karen Adams (teacher/parent), Amy Okazaki (parent)

Contents

Introduction	2
District Mission Statement.....	2
Palmyra Board of Education Members.....	2
Restart Committee Members	3
Pandemic Response Team – Charles Street School.....	3
Pandemic Response Team – Palmyra Middle/High School	3
Conditions for Learning	7
Critical Area of Operation #1 – General Health and Safety	7
Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms	8
General Guidelines.....	9
Limit Sharing	10
Critical Area of Operation #3 – Transportation.....	10
Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas:	11
CSS Arrival Plan.....	11
PMS/PHS Combined Arrival Plan.....	12
Critical Area of Operation #5 – Screening, PPE, Response to Students and Staff.....	13
Presenting Symptoms:	13
General Screening Information.....	13
Student Screening	14
PPE.....	14
Critical Area of Operation #6 – Contact Tracing:	14
Critical Area of Operation #7 – Facilities and Cleaning Practices:	15
Facilities Cleaning Practices	15
Critical Area of Operation #8 – Meals:.....	16
Critical Area of Operation #9 – Recess/Physical Education:	16
Critical Area of Operation #10 – Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours:.....	17
Academic, Social, and Behavioral Supports	17
Academic	17
Social.....	18

Behavioral Supports.....	18
Social Emotional Learning (SEL) and School Culture and Climate:	19
Wraparound Supports	19
Leadership and Planning	20
Restart Committee	20
Pandemic Response Teams.....	21
Scheduling.....	21
Accommodations	22
Teacher Supports	22
Models of Instruction by School	22
Charles Street School (CSS).....	23
Palmyra Middle School (PMS).....	26
Palmyra High School (PHS).....	31
Public Health-Related School Closure.....	34
Staffing.....	35
In-Person and Hybrid Models – Roles and Responsibilities	35
Instructional Staff.....	35
Mentor Teachers	36
Administrators.....	36
Educational Services Staff	37
Support Staff/Paraprofessionals.....	37
Substitute Staff – Class Coverage.....	38
Educator Roles Related to School Technology Needs	38
Student Devices	38
Internet Access.....	39
Additional Staff Concerns.....	39
Athletics	39
A Day in the Life.... (Full Remote and Hybrid Models)	40
CSS Day for a Student in the Full Remote Model.....	40
Wraparound Schedule CSS Day for a Teacher in the Full Remote Model	40
CSS Day for a Student in the Hybrid Model	40

Wraparound Schedule CSS Day for a Teacher in the Hybrid Model	41
PMS/PHS Day for a Student in the Full Remote Model	41
Wraparound Schedule PMS/PHS Day for a Teacher in the Full Remote Model	42
PMS/PHS Day for a Student in the Hybrid Model:	42
Wraparound Schedule PMS/PHS Day for a Teacher in the Hybrid Model.....	42
<i>Policy and Funding</i>	43
School Funding	43
Purchasing	43
Use of Reserve Accounts, Transfers, and Cashflow	43
Costs and Contracting	43
<i>Continuity of Learning</i>	43
Special Education and Related Services	44
Curriculum, Instruction, and Assessment	44
Professional Development	44

Conditions for Learning

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

The Palmyra School District, where applicable, will adhere to all of the protocols as outlined by the New Jersey Department of Education (NJDOE), Center for Disease Control and Prevention (CDC), and local health and safety officials. Specific guidance for the reopening of schools in September 2020 was provided by the NJDOE in [*The Road Back: Restart and Recovery Plan for Education*](#). Incorporated into our Plan are the required “anticipated minimum standards” as outlined in the NJDOE guidance document. In addition to these minimum standards, our Plan addresses the ten Critical Areas of Operation required by the NJDOE for the reopening of schools. These ten critical areas are:

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

Critical Area of Operation #1 – General Health and Safety

In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions, which the Palmyra School District has included in its reopening plans:

- The Palmyra School District has established and maintains communication with local and State authorities to determine current mitigation levels in the community. Frequent communication with the Burlington County Health Department occurs through collaboration with Burlington County Superintendent’s Association weekly meetings.
- The Palmyra School District will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for virtual learning and telework with supporting medical documentation from a physician.
- The Palmyra School District will follow CDC’s Guidance for Schools and Childcare Programs.
- The Palmyra School District will promote behaviors that reduce the spread of COVID-19 such as:

- encouraging staff and students to stay home when appropriate;
- encouraging the practice of hand hygiene and respiratory etiquette;
- requiring the use of masks that cover the nose, mouth, and chin;
- and posting signs and messages in and around school buildings.
- The Palmyra School District will provide reasonable accommodations for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (chronic lung disease or asthma (moderate to severe));
 - serious heart conditions;
 - immunocompromised;
 - severe obesity (body mass index, or BMI, of 40 or higher);
 - diabetes;
 - chronic kidney disease undergoing dialysis;
 - liver disease;
 - medically fragile students with Individualized Education Programs (IEPs);
 - students with complex disabilities with IEPs; or
 - students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

To further mitigate student and staff exposure to COVID-19, the Palmyra School District will limit access to the school buildings by:

- Implementing controlled times for outside individuals, including parents/guardians, to access buildings;
- Requiring parents to drop off any supplies outside the building for staff to retrieve;
- Installing protective barriers in office/reception areas.
- Hosting events such as Back to School Night and Parent/Teacher Conferences virtually.
- Requiring staff to socially distance and encouraging all large meetings and training events to be conducted in a virtual format when permissible.

Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms

Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications will be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart. The Palmyra School District has established plans that best meet social distancing requirements in each classroom by using an alternating student schedule that limits the number of students in the building each day. The following additional guidance is provided:

- Ensure that student and staff groupings are as static as possible
- Support social distancing and proper hand hygiene
- Stagger the use of communal spaces as much as possible and disinfect in accordance with Cleaning and Sanitizing protocols.

- Close the following areas/facilities of the buildings to students:
 - locker rooms
 - library
 - computer labs
 - corridor lockers
- Utilize larger instructional areas to promote/meet social distancing efforts-
- Encourage all staff, students, and their families to refrain from gathering or socializing anywhere. This includes, but is not limited to, all areas within and/or on school premises, as well as gathering at places like a friend's house, a favorite restaurant, or other local recreational areas and gathering spots

General Guidelines

The district will implement general safeguarding measures during in person activity. These safeguards, include but are not limited, to:

- Conducting all health related tests, screening, protocols and reporting respectfully and with the utmost regard for safety and privacy.
- Requiring face masks that cover an individual's nose, mouth and chin to be worn by all students and staff at all times unless it will inhibit the individual's health. In the event that an individual is medically unable to wear a mask, a physician's note indicating such will be required. It is necessary to acknowledge that enforcing the use of face mask may be impractical for young children or individuals with disabilities.
 - Face masks must comply with the requirements set forth in the applicable school dress code
 - Proper use, removal, and washing of cloth face coverings will be taught and reinforced
- Limiting use of shared objects when possible and/or cleaning between uses.
- Maintaining adequate ventilation, including operational heating and ventilation systems in all indoor facilities where appropriate. Recirculated air must have a fresh air component, windows should be opened, where practical if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- Providing air purifiers where practicable, in frequented offices/rooms such as:
 - Nurse's office
 - Main Office
 - Guidance Office
 - Designated isolation room
 - Conference rooms
- Teaching and reinforcing the importance of washing hands and covering coughs and sneezes among children and staff.
- Maintaining adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer; children ages 5 and younger will be supervised when using hand sanitizer), paper towels. Sanitizing stations will be located:
 - in each classroom
 - at the entrances and exits of each building
 - near lunchrooms and toilets

- Ensuring that students wash hands for at least 20 second at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing
- Posting signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, maintain social distancing and properly wear a face covering, etc.

Limit Sharing

- Each student’s belongings must remain separated from others throughout the day.
- Backpacks must be labeled with the student’s first and last name, and all items brought to and from school should be contained within the backpack.
- All belongings must be taken home daily.
- During In-person days of instruction it is strongly recommended that each student bring the following labeled items to school:
 - Labeled water bottle (water fountains will NOT be available for student/staff use)
 - extra face mask in a labeled bag
 - small bottle of hand sanitizer for individual use
 - small pack of tissues
 - plastic shopping bag for disposal of personal items such as tissues and snack wrappers
- Adequate supplies of high touch materials will be maintained where required as a part of curriculum
- Sharing of electronic devices, books, and other educational tools and/or learning aids will be prohibited.
- At the elementary level classes will be kept together to prevent the mixing of groups/cohorts

Critical Area of Operation #3 – Transportation

The Palmyra School District is considered a walking district for students in Pre-Kindergarten through 12th grade. Borough of Riverton students who attend Palmyra High School are considered walking district students. Beverly City students who attend Palmyra High School receive transportation provided by the Beverly City Board of Education in accordance with respective district policies and applicable health plans. The Palmyra Board of Education owns a school bus to provide limited transportation services for students. The following standards are applied:

- **All General Health and Safety Guidelines**
- Buses will be cleaned and sanitized daily after each use.
- Windows will be opened when weather permits.
- Drivers will wear face coverings.
- Drivers will be provided with a limited supply of disposable masks.
- All persons (students/staff/visitors) will be required to provide and wear appropriate face coverings that comply with the requirements set forth in the applicable school dress code.

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

- The Palmyra School District will utilize a rotating cohort process in all three schools to limit the number of students entering each building daily. In doing so, this rotating cohort process will support social distancing especially during critical times of student movement such as arrival, dismissal, and meals. Staff will be assigned to specific locations throughout the respective school building campus to provide direct student supervision. Each school building will follow a staggered student arrival and dismissal schedule utilizing specific locations ensure that population counts are monitored throughout the campus. The following general requirements for each school shall be instituted:
 - Students shall wear a mask during arrival and dismissal
 - Exceptions to wearing a mask shall be as follows:
 - doing so would inhibit the individual’s health
 - the individual is in extreme heat outdoors
 - a student’s documented medical condition, or disability as reflected in an IEP, precludes the use of a mask
 - the student is under the age of two and could risk suffocation
 - If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor’s entry to the school/district facility may be denied.
 - Physical distancing (six feet apart) shall be maintained when practicable
 - Physical guides will mark floors, sidewalks, and walls to help maintain physical distancing
 - taped directional indicators on hallway floors
 - cones and other markers outside when student line up for entry/exit
 - signs and appliques will assist in reminding students and staff to maintain distance
 - notices on bathroom doors reminding students of safety, precautions, and hygiene
 - age appropriate aids to teach students measurement and to recognize distances
 - All students entering the school building will be asked to complete a self-screening questionnaire completed prior to arrival
 - Upon arrival all students will have their temperature taken with a contactless thermometer
 - Students presenting symptoms will be escorted to the nurse as per Critical Area of Operation #5 of this Plan.

The following processes are established for each school:

CSS Arrival Plan

Charles Street Students will be assigned to three groups for a staggered arrival between 8:00 and 8:15 AM utilizing three separate points of entry: Door #4 (Pre-K Ramp), #9 (Walnut St), and #21 (Blacktop). This will allow different classes to enter the building simultaneously while adhering to social distancing. Students will line up on the painted lines as instructed by CSS Staff as they wait to enter the building.

The first group of arrival will start at 8:00am and will consist of three kindergarten classes and three 3rd grade classes. These groups/grades will report to their assigned door and will wait to

have their temperature taken and recorded by CSS Staff. Then, students will then be escorted directly to their classrooms.

The second group of arrival will begin at 8:05AM and will consist of three 1st grade classes and three 4th grade classes. These groups/grades will report to their assigned door and will wait to have their temperature taken and recorded by CSS Staff. Then, students will enter the building and move directly to their classroom.

The third and final group of arrival will begin at 8:10Am and will consist of three 2nd grade classes, three mixed grade resource classes, and three 5th grade classes. These groups/grades will report to their assigned door and will wait to have their temperature taken and recorded by CSS Staff. Then, students will then be escorted directly to their classrooms.

At 8:15 AM , the Pre-K students will arrive outside of Door #4 (Pre-K’s traditional entry way) and will follow social distancing as they wait to be screened by the temperature taker.

	Time	Door #4 Pre-K Ramp	Door #9 WALNUT ST	Door #21 BLACKTOP			
Group 1	8:00-8:05		K	3 rd			
Group 2	8:05-8:10		1 st	4 th			
Group 3	8:10-8:15		2 nd	5 th			
	8:15	PreK students will enter through Door #4 as usual					

Teachers will collect their students and begin transitioning them into the building, and ultimately classroom, as their time window closes.

CSS Staff will be assigned to each arrival door. There will be temperature takers and recorders as well as additional staff members will be assigned to encourage social distancing, ensure that later groups of arrivers are not crowding the staging area for entry, and assisting students who arrive later than their assigned arrival time. Outdoor signage, social distance marking, and staff support will ensure social distancing. Masks are required by all staff, students, parents, and guardians upon arrival

PMS/PHS Combined Arrival Plan

Palmyra Middle School and Palmyra High School Students will stagger their arrival from 7:45 to 8:00 by spreading entry across seven separate points of entry (and splitting students into two arrival windows if needed). Students will line up outside these doors, with masks on, and markings assisting with social distancing. They will be temperature checked as they move through the door and then they will proceed directly to their first period.

- 6th – 8th grade students will enter through door #1 (5th St.)

- 9th, 10th and Beverly bus students will enter through door #5 (5th St.)
- 11th & 12th grade students will enter through door #11 (4th St.)

With multiple entry points, grade level groups between 23 and 38 students can enter simultaneously. If the line to enter is too crowded, the school will separate student entry into two groups (Group #1 7:45-7:52 and Group #2 7:52-8:00). Signage and 6 foot markings both outside of the building and in the entry point staging areas, along with additional staff support, will reinforce social distancing for entry.

Students found to have a temperature and/or COVID symptoms will be sent to Door #7 for further screening by the school nurse. The student will await parent/guardian pick up from school.

Critical Area of Operation #5 – Screening, PPE, Response to Students and Staff

Presenting Symptoms:

The Palmyra Board of Education adopted Policy-1648 on August 26, 2020, which allows for screening of staff and students upon arrival.

General Screening Information

Students, staff, and others will be monitored to ensure they are healthy and not exhibiting signs of illness by first educating all stakeholders (students, staff, and parents/guardians) on the signs and symptoms of COVID-19. Students and their parents, as well as employees, will be asked to self-monitor at home before sending children to school and/or reporting to school or work. We will educate parents/guardians, as well as staff, on the importance of keeping symptomatic children home from school. Each day the first teacher (e.g. first period, homeroom, classroom teacher) that comes in contact with students will remind students of the signs and symptoms of COVID-19 and instruct them to go to the nurse immediately if feeling symptomatic. We will utilize the check-list shared by the Health Department as common language about symptoms. The nurse will evaluate any individual who presents with symptoms. This will only include taking the temperature of individuals who present with symptoms. We will require any individual who discloses symptoms to wear a mask if feasible.

If a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19, we will do the following:

- Require the individual to wear a mask, if feasible
- Require the individual to report immediately to the nurse's suite for further evaluation
- Have an area for isolation that is separate from others, is well-ventilated and is easy to disinfect
- Provide appropriate PPE to staff and students in the nurse's suite (assuming the individual was in the suite)
- Require any individual who is sent home with symptoms to get a COVID 19 test or medical clearance prior to returning.
- Notify the Burlington County Health Department of all positive COVID 19 tests.

- Not permit any person presenting with a temperature greater than 100.4 to return to school for a minimum of 24 hours (or a period of time as directed by the Burlington County Health Department)

Student Screening

Parents will be required to complete and submit a student self-screening questionnaire each morning for each child attending instruction within a school building. The questionnaire will be accessible for electronic completion or for printing (and must be turned in upon arrival). All students arriving at the school building will have their temperature taken with a contactless thermometer. Students with a temperature above 100.4 and/or demonstrating symptoms will be escorted to the school nurse for further evaluation. Students will utilize the hand sanitizer station to clean their hands.

Isolation spaces have been designated for each school. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult

- CSS – the designated isolation space is the conference room immediately across from the nurse’s office
- PMS – the designated isolation space is the media center
- PHS – the designated isolation space is the room adjacent to the nurse’s office

PPE

The District will provide two (2) complimentary cloth masks to each staff member, or they may choose to wear their own mask. All staff members will be provided a complimentary face shield. Additional disposable masks for students and staff will be available in each classroom, offices, and entrances. Parents will be asked to send their child to school with two (2) masks (one to be worn and one as a backup). Disposable gloves will be available in each classroom for the teacher to use as necessary.

Critical Area of Operation #6 – Contact Tracing:

The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. As such, guidance will be derived from State, county, and local officials in conjunction with the expertise of school nurses.

The Palmyra Board of Education adopted Policy-1648 on August 26, 2020, with regards to Contact Tracing.

Contact tracing is the process used to identify those who come in contact with people who have tested positive for contagious diseases, including COVID-19. Typically, this is done through the local health department and that information is shared with the school when necessary.

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

- The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.
- School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

Dr. Brian J. McBride, Superintendent and School Safety Specialist, has completed the Johns Hopkins University's COVID-19 Contact Tracing course along with several other faculty members.

Critical Area of Operation #7 – Facilities and Cleaning Practices:

The Palmyra School District adheres to existing required facilities cleaning practices and procedures, and is implementing all new specific requirements of the local health department as they arise. An enhanced Facilities Cleaning Plan establishes cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

- A schedule for increased routine cleaning and disinfection.
- Routine cleaning and disinfecting of surfaces and objects that are frequently touched.
- Use of all cleaning products according to the directions on the label.
- Following the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.).
- Examples of frequently touched areas in schools are:
 - Classroom desks and chairs;
 - Lunchroom tables and chairs;
 - Door handles and push plates;
 - Handrails;
 - Kitchens and bathrooms;
 - Light switches;
 - Handles on equipment (i.e. athletic equipment);
 - Buttons on vending machines and elevators;
 - Shared telephones;
 - Shared desktops;
 - Shared computer keyboards and mice;
 - Drinking fountains;
 - School bus seats and windows; and
 - Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

Facilities Cleaning Practices

- See **General Health and Safety Guidelines**

- Additional cleaning and disinfecting with particular emphasis on classrooms and therapy rooms that service medically fragile students and students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
- Additional cleaning and disinfecting with particular emphasis on “high touch” areas and appliances.
- Increased cleaning frequency of walls/lockers to height of student
- Increased daily sanitizing of lavatories
- 5th day deep clean of all occupied areas with emphasis on areas and appliances previously noted.

Critical Area of Operation #8 – Meals:

The Palmyra School District contracts with Nutriserve to provide meals for students. Careful planning will ensure that proper guidelines are in place for safe food preparation and delivery, including, but not limited to wearing masks and gloves, and frequent hand washing in between. The distribution of meals will occur in the classroom when feasible. Meals will be disposable and served individually or bagged to ensure social distancing occurs while students are eating. The meal preparation and delivery will be reviewed on a regular basis to make sure it is being provided in the safest and healthiest manner to the students.

Meal distribution schedules for in-person and remote students will be finalized and distributed to the community once instructional program selection is completed.

The following will be adhered to for food distribution when served in the cafeteria:

- Staggered times to allow for social distancing, cleaning and disinfecting between groups.
- Discontinuance of family style, self-service, and buffet.
- Cleaning and sanitizing tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
- Spacing students at least six feet apart.
- Requiring individuals must wash their hands after removing their gloves or after directly handling used food service items.

Critical Area of Operation #9 – Recess/Physical Education:

The Palmyra School District will implement the following requirements for student recess and physical education:

- Staggered recess schedule
- At least six (6) feet of open space between groups when two or more groups are participating in recess at the same time
- Cones, flags, tape, or other signs to create boundaries between groups
- Immediate hand washing for all individuals after outdoor playtime
- Staggered use of playground equipment and establishment of a frequent disinfecting protocol for all playground equipment used by students
- Managing the inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designating zones, use stations, and marked off areas, using

floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing)

- Prohibiting the use of locker rooms
- Encouraging students to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room
- Limiting and/or eliminating direct contact with equipment (lessons with no equipment), and not allowing the sharing of equipment whenever possible. If equipment must be shared, the equipment will be cleaned and disinfected between each use
- Designating specific areas for each class during recess to avoid cohorts mixing

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

The Palmyra School District is suspending all field trips, extra-curricular activities, and the use of the facilities outside of school hours to ensure that adequate time is permitted for the thorough cleaning of district schools. All buildings will be cleared of non-essential employees no later than 3:30 PM each day to allow for cleaning and sanitizing to be done by custodial staff. Trips, pep rallies, concerts, plays, or other large scale activities will not be permitted.

Academic, Social, and Behavioral Supports

Providing the necessary academic, social, and behavioral supports for our students and staff to be successful remains a high priority for the Palmyra School District. This Plan takes into consideration the impact that social isolation and trauma may be having on students and staff especially as they return to school in September. The Palmyra School District already has a number of programs in place to support students and staff, but expanding services and training is a critical focus. The District utilizes a multi-tiered approach to provide support through the Intervention and Referral teams, pre-intervention programs, counseling, and the Child Study Team.

Academic

- Baseline assessments will take place during the first two weeks (within the cohort rotation) for:
 - Foundational reading skills using Fountas and Pinnell and DIBELS in grades K-2 and Scholastic Reading Inventory for grades 3-8
 - Foundational mathematics mastery using NWEA MAP Testing in grades K-2
 - English Language Arts, Mathematics, Science, and Social Studies content mastery in grades 3-8 using Odysseyware Classpace
 - High School English Language Arts and Mathematics course content mastery using LinkIt Benchmark Assessments
- These fall baseline assessments will inform instructional planning by identifying students' inherent strengths, weaknesses, as well as potential gaps in their understanding

due to remote learning. Data provided will allow teachers to best instruct students and maximize academic time periods while gearing lessons towards students' needs. Baseline assessments will be administratively coordinated with input from the teacher, but managed for consistency across grade levels and the district.

- Ongoing formative assessment will take place (primarily in-person where possible) using instructional assessment tools tied to student practice, such as Odysseyware Classpace, OnCourse Classroom Assessment Tools, and primary grade reading and mathematics software including iRead, Happy Numbers, and Reflex Math. Formative assessment data will continue to track student progress and growth without formalized "testing" situations, minimizing the feelings and anxiety associated with over-testing. Teachers have significant control over formative assessment processes to collect the data needed to drive teaching and learning for their student groups.
- Data will be collected through various programs (as noted above) but housed centrally in the LinkIt software to improve data analysis procedures with a more comprehensive and holistic overview of multiple data points. This data view will
 - inform teachers for personalized planning,
 - inform administrators in their constant check-ins to evaluate hybrid/remote learning success,
 - inform the Title I support team, as well as other wraparound service components, in their combined efforts to provide additional supports and interventions for students struggling with their learning journey.

Social

The Palmyra School District is fortunate to employ a social worker and homeless liaison who are our first line in making sure that families have access to housing, food, technology, and other resources. We also have a number of school counselors and two school psychologists who are available to assist students in person, via phone, or via online sessions. We will continue to provide counseling services as delineated in students' IEPs and 504s. We will also work frequently with local resources to provide additional resources to families. Our approach is to support the whole family as needed, connecting families with outside resources and agencies for our students' long-term support.

Behavioral Supports

Teachers will be encouraged to monitor behavioral concerns using the district referral form. The administrative team, along with the intervention problem solving teams, will develop strategies for teachers to use to help students become more productive in the classroom such as tangible reinforcers, routines, positive phrasing and breaks. In addition, mindfulness techniques, student yoga, Lunch Bunch and social skill groups will all continue to help support the mental health of the students during this challenging time. Referrals to the district behaviorist and/or the social worker, the school psychologist, and the SEL counselor may be made to help develop plans to address behaviors, offer behavioral consultation and collect data in the classroom. The district will maintain and address behavioral trends. The district will assign check in/check out procedures, mentors to students who need positive one-on-one support, and meetings will maintain safety protocols relating to social distance.

Social Emotional Learning (SEL) and School Culture and Climate:

Supports on training for school staff on the social emotional developmental trajectory will occur. Resources will be provided for school leaders to help support social emotional learning in their schools. Grade specific relationship and community building activities can be implemented live or virtually by school counselors. There will be a dedicated time each week on Wednesdays for SEL instruction given by teachers or school counselors.

Charles Street School SEL Program: Second Steps
<https://www.secondstep.org/>

Palmyra Middle/High School Program –School Connect
<https://school-connect.net/about-us>

Wraparound Supports

The Mission of the PBSIS team at each school is to:
Inspire student’s social, emotional, and academic success
Create and maintain an effective learning environment
Build a positive and respectful social culture for all.

CSS PBSIS/ I &RS Team

C. Tracey (Principal)
C. Birch (Counselor)
A. Ehret (Classroom Teacher)
A. Milewski (Special Education Teacher)
K. Tyler (Lead Teacher)
K. MacDougall (Social Worker)
C. Kelly (LDTC)
M. Del Rossi (Nurse)

PMS PBSIS/ I &RS Team

K. Holloway (Principal)
Kara Shore (Counselor)
Kathy McClure (as needed) (Nurse)
Donica Sico (Special Education Teacher)
Matt Bowen (Classroom Teacher)
Maria Keefe (Classroom Teacher)
Kent MacDougall (Social Worker)

PHS PBSIS/ I &RS Team

Jay Toscano (Assistant Principal)
Lauren Schmidt (Counselor)
Karyn Frengs (School Psychologist)
Kathy McClure (Nurse)

Jenn McCoy (Counselor)
Devon Murtagh (Classroom Teacher)
Alex Torrance (Classroom Teacher)

Positive Behavior Supports include the creation of schoolwide expectations framework. Explicit instruction on behaviors and routines as well as proactive strategies. There will be an emphasis on learning in both buildings' approach to discipline and the use of data driven decision making.

Interventions both inside and outside of the school environment will be offered through recommendation of the Comprehensive Intervention & Referral Service (I&RS) teams at each school building based on an individual's needs. The team will determine student and family needs, coordinate services, and provide additional resources to students and families. Paraprofessionals will be utilized to offer individual support for referred students/families. Student mentoring will occur at the middle school and high school levels for students identified as at-risk. Wellness checks will be done by our School Safety Officer and or School Resource Officer as needed for students who are chronically absent. If needed, the Palmyra School District will work in conjunction with D.C.P. & P. to ensure the well-being of the students.

Families will continue to receive support, updated information and resources to access instruction, student meals, learning devices, and mental health supports through email, personalized phone calls and the district website.

Additional information for our families who are in transition can be found at:
<https://www.palmyraschools.com/o/palmyra/page/students-in-transition--2>

Leadership and Planning

Restart Committee

The Palmyra School District instituted a Restart Committee comprised of a diverse group of school community stakeholders for the purpose of referencing guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools. The membership of the Restart Committee is outlined in the *Introduction* section of the Plan.

Activities of the committee include, but are not limited to:

- Initial and follow-on meetings to review and discuss plan development and surveys
- Providing updates on parent, student, and staff concerns and questions
- Monitoring sub-committee efforts to ensure milestone deadlines are met
- Serving as liaison to the larger Palmyra School District community
- Developing and distribute communications

Pandemic Response Teams

School-based Pandemic Response Teams (PRT) have been established for Charles Street School and Palmyra Middle/High School to centralize, expedite, and implement COVID-19 related decision-making. Building principals serve as the chairperson for each PRT and serve as liaison to the Restart Committee to ensure that actions are coordinated across the district. The PRTs are comprised of a diverse group of school community stakeholders. The membership of each PRT is outlined in the *Introduction* section of the Plan. The PRTs meet regularly and are responsible for the following in each school:

- Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- Providing necessary communications to the school community and to the school district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

Scheduling

The Palmyra School District Restart and Recovery Plan (Plan) accounts for resuming instruction in September 2020. Scheduling decisions have been informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Education (NJDOE), New Jersey Department of Health (NJDOH), Centers for Disease Control and Prevention (CDC), as well the input of stakeholders about the needs of all students and the realities unique to this district.

Virtual (remote) learning for the entire school district, if directed, will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or statewide public health emergency.

In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

Palmyra School District policies for attendance and instructional contact time accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

Plans for the 2020-2021 school year accommodate educators teaching in three (3) different models depending on directives received and conditions permitting:

- In-person: this model requires all students to return to school for full-day, regular instruction (typical school day)

- **Hybrid:** this is a cohort model that keeps small groups of students together for in-person instruction using alternating schedules and includes a component of virtual (remote) instruction.
- **Virtual (remote):** this model is conducted in a full, virtual (remote) capacity using both live (synchronous) and self-directed (asynchronous) instruction. This model has “unconditional eligibility” as directed by the NJDOE on July 24, 2020, allowing parents to opt-in without condition. In the event of a classroom, school, or district emergency closure this model will serve as the primary method for instruction until directed otherwise by appropriate state agencies.

Palmyra Board of Education Policy P-1648.02 provides specific guidance for remote learning options for parents.

Accommodations

The Palmyra School District recognizes that special populations of students will require unique considerations to ensure the continuity of learning as well as the health and safety of students within the least restrictive learning environment. The Plan includes the following:

- Increasing professional development for staff to best utilize the accessibility features and accommodations tools made available through technology-based formats.
- Continuing to ensure that students receive individualized supports that meet the requirements of IEP and 504 Plans.
- Development of schedules within Models of Instruction that directly support the individualized needs of students with IEP and 504 Plans.

Teacher Supports

The Plan incorporates and recognizes the following:

- The provision of common planning time for teachers
- In-person and virtual instruction acknowledging that virtual learning may create privacy challenges which school districts and schools have not yet faced
- The maintenance of a steady supply of resources necessary to ensure the safety of students and staff
- Protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- Schedules that support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers.
- Instructional activities based on what is developmentally appropriate for each grade level.

Models of Instruction by School

The Models of Instruction for the Palmyra School District have been developed using the most current information made available by the NJDOE, NJDOH, CDC, and survey results as of date of Plan approval. *Due to the nature of the COVID-19 pandemic and the need to adapt quickly, the Models of Instruction, supporting schedules, program, support services, and other areas not necessarily listed here remain subject to change.*

Charles Street School (CSS)

For the start of school in September, there was only one setting or Instructional Model for all students, referred to as the FULL REMOTE model. In this model, all Charles Street School students attended virtual (remote) instruction five days per week. Wednesdays integrate additional Special Area activities, SEL opportunities, and intervention supports along with teacher office hours. This setting will no longer run once hybrid begins, but will remain in the plan as we may need to transition back to FULL REMOTE at some point in the future.

When in the FULL REMOTE setting, all students have access to:

- Virtual classes spanning the hours of 8:30 AM & 2:00 PM Monday, Tuesday, Thursday, and Friday. These “lessons” will start hourly with 20-30 of synchronous learning (direct modeling, discussion, etc.) followed by 30-40 minutes of Student Practice Time (SPT).
- Both synchronous and asynchronous learning opportunities on Wednesdays including whole class discussions/lessons online and targeted learning support for individuals, small groups, or entire classes. The breakdown for Wednesday will be approximately:
 - 60 minutes of QUEST Activities and Opportunities for all students
 - 60 minutes of Read Aloud Activities for all students
 - 60 minutes of Social Emotional Learning Activities for all students
 - 60 minutes of Physical Education via the weekly workout
 - 60 minutes of dedicated teacher office time
 - Assorted interventions scheduled as needed for small groups
- Students may participate in “recess” between 2:00 PM and 2:30 PM on all days, unless that time is needed for teacher interventions, student questions, etc.

Sample Schedule for Full Remote: This sample schedule (below) represents how a week, and each day, is broken down for a student (and overall grade level) at Charles Street School in the FULL REMOTE Model, with an hour (each) dedicated to reading, math, science/social studies, alternating special area lessons, and WIN (What I Need) Period for various interventions and enrichment activities. The day starts at 8:30 with morning meeting/office hours, lessons kicking off at 9, 10, 11, 12 and 1 o’clock, and closing with student tutoring/office hours from 2-:30.

SAMPLE	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9	Teacher Office Hours Available; teachers can coordinate morning meetings, 1:1 appointments, breakfast bunch, etc. Will be further defined by grade level teams to meet needs that arise in small group settings.				
9-9:30	Reading Lesson	Reading Lesson	Come QUEST with me: K-1 QUEST Activities facilitated weekly with Mr. Craff	Reading Lesson	Reading Lesson
9:30-10	SPT	SPT		SPT	SPT
10-10:30	Math Lesson	Math Lesson	On Wednesdays, We Read: K-1 Weekly Read-Aloud Activities with Ms. Tyler	Math Lesson	Math Lesson
10:30-11	SPT	SPT		SPT	SPT
11-11:30	WIN PERIOD: LLI, BSI, ELL, SEL, G&T, OT/PT, Etc.	WIN PERIOD: LLI, BSI, ELL, SEL, G&T, OT/PT, Etc.	MID-WEEK "ME" TIME: Wednesday SEL Activity	WIN PERIOD: LLI, BSI, ELL, SEL, G&T, OT/PT, Etc.	WIN PERIOD: LLI, BSI, ELL, SEL, G&T, OT/PT, Etc.
11:30-12					
12-12:30	Science / Social Studies Lesson	Science / Social Studies Lesson	WEDNESDAY WORKOUT: 12 NOON every Wednesday School-Wide Workout with Mr. Devlin	Science / Social Studies Lesson	Science / Social Studies Lesson
12:30-1	SPT	SPT		SPT	SPT
1-1:30	Specials Lesson	Specials Lesson	Dedicated Teacher Office Hours and Additional Interventions	Specials Lesson	Specials Lesson
1:30-2	SPT	SPT		SPT	SPT
2-2:30	Teacher Office Hours, Tutoring Time, Possible student meeting time for additional needs				

When the school is in a HYBRID setting, there will be two (2) Instructional Models being offered to students. The first is a split, two-cohort hybrid model in which students will attend in-person instruction two days per week and have virtual (remote) instruction three days per week. The second is a complete virtual (remote choice) model in which students will participate in virtual instruction from home five days per week.

Hybrid Cohorts are denoted as such:

- Cohort MR: Monday = M, Thursday = R
- Cohort TF: Tuesday = T, Friday = F
- Cohort VIR: Remote Only = M,T,W,R,F

The schedule and model details are below:

CSS	MON	TUES	WED	THURS	FRI
Hybrid Cohort MR	In person	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	In person	Remote Synchronous and Asynchronous
Hybrid Cohort TF	Remote Synchronous and Asynchronous	In person	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	In person

Remote Choice Cohort	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous
-----------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

CSS Cohort MR (Monday/Thursday):

Cohort MR students will have access to:

- In person classes on M/R from 8:30 AM - 12:45 PM
- Asynchronous learning coordinated by classroom teacher 8:30 AM - 12:45 PM on T/F
- Students participate in “lunch/recess” between 1:00 PM and 1:45 PM on all days as well as use that time to complete asynchronous work on their own.
- Synchronous instruction/support from 1:45 - 2:30 PM on Mon/Tues/Thurs/Fri
- Both synchronous and asynchronous learning opportunities on Wednesdays including whole class discussions/lessons online and targeted learning support for individuals, small groups, or entire classes. The schedule for Wednesday will include:
 - 60 minutes of classroom teacher office hours and interventions
 - 30-60 minutes of Media Center activities
 - 30-60 minutes of QUEST activities
 - 30-60 minutes of Physical Education Activities
 - 30-60 minutes SEL activities

CSS Cohort TF will run the complete opposite of the Cohort MR schedule (Tuesday/Friday):

Cohort TF Students will have access to:

- In person classes on T/G from 8:30 AM - 12:45 PM
- Asynchronous learning coordinated by classroom teacher 8:30 AM - 12:45 PM M/R
- Students participate in “lunch/recess” between 1:00 PM and 1:45 PM on all days as well as use that time to complete asynchronous work on their own.
- Synchronous instruction/support from 1:45 - 2:30 PM on Mon/Tues/Thurs/Fri
- Both synchronous and asynchronous learning opportunities on Wednesdays including whole class discussions/lessons online and targeted learning support for individuals, small groups, or entire classes. The schedule for Wednesday will include, but is not limited to:
 - 60 minutes of classroom teacher office hours and interventions
 - 30-60 minutes of Media Center activities
 - 30-60 minutes of QUEST activities
 - 30-60 minutes of Physical Education Activities
 - 30-60 minutes SEL activities

CSS “Remote Choice” or “Virtual” Cohort:

Virtual students will have access to:

- Asynchronous learning M/T/Th/F coordinated by classroom teacher 8:30 AM - 1 PM
- Synchronous learning M/T/Th/F at a designated time 8:30 AM - 1 PM
- Students participate in “lunch/recess” between 1:00 PM and 1:45 PM on all days as well as use that time to complete asynchronous work on their own.
- Synchronous instruction/support from 1:45 - 2:30 PM on Mon/Tues/Thurs/Fri

- Both synchronous and asynchronous learning opportunities on Wednesdays including whole class discussions/lessons online and targeted learning support for individuals, small groups, or entire classes. The schedule for Wednesday will include, but is not limited to:
 - 60 minutes of classroom teacher office hours and interventions
 - 30-60 minutes of Media Center activities
 - 30-60 minutes of QUEST activities
 - 30-60 minutes of Physical Education Activities
 - 30-60 minutes SEL activities

When the school is in the HYBRID setting, remote learning students will no longer be working within the full remote schedule, as they will share staff with in-person students each day. Every effort will be made, based on updated guidance from the NJDOH/NJDOE and remote choice numbers from the enrollment survey, to build a hybrid schedule that balances the in-person and remote learning.

Charles Street School, Palmyra, NJ

Sample Hybrid

Please note: Specials will operate on an A Week/ B Week schedule to give all Cohorts exposure to all specials

	Cohort VIR	Cohort MR	Cohort TF	ALL REMOTE	Cohort MR	Cohort TF	
START	MO/TU/TH/FR	Monday	Tuesday	Wednesday	Thursday	Friday	END
8:00 AM		Staggered student arrival	Staggered student arrival	OFFICE HOURS	Staggered student arrival	Staggered student arrival	8:15 AM
8:30 AM	Reading Lesson - Live with Homeroom	Reading Lesson Cohorts MR / VIR	Reading Lesson Cohorts TF /VIR	TAUGHT REMOTELY	Reading Lesson Cohorts MR / VIR	Reading Lesson Cohorts TF /VIR	9:30 AM
9:30 AM	Independent Remote	Math Lesson	Math Lesson	We Read w/ Ms. Tyler	Math Lesson	Math Lesson	10:30 AM
10:30 AM	Specials/Snack	Specials / Hand Wash/ Bathroom MR	Specials / Hand Wash/ Bathroom TF	REMOTE Support Services	Specials / Hand Wash/ Bathroom MR	Specials / Hand Wash/ Bathroom TF	11:30 AM
11:30 AM	Independent Remote	Science/ Social Studies Lesson	Science/ Social Studies Lesson	QUEST w/ Mr. Graff	Science/ Social Studies Lesson	Science/ Social Studies Lesson	12:30 PM
12:30 PM	REMOTE Support Services	Prep for Remote / Dismissal/ Grab and Go Lunch delivered	Prep for Remote / Dismissal/ Grab and Go Lunch delivered	Wednesday Workout w/ Mr. Devlin @ 12 NOON	Prep for Remote / Dismissal/ Grab and Go Lunch delivered	Prep for Remote / Dismissal/ Grab and Go Lunch delivered	12:45 PM
12:45 PM	REMOTE Support Services	Staggered student Dismissal	Staggered student Dismissal	REMOTE Support Services	Staggered student Dismissal	Staggered student Dismissal	1:00 PM
1:05 PM	ALL STAFF and Student LUNCH	ALL STAFF LUNCH		ALL STAFF and Student LUNCH	ALL STAFF LUNCH		1:45 PM
1:45 PM	LIVE with Homeroom	TAUGHT REMOTELY Cohorts TF & VIR	TAUGHT REMOTELY Cohorts MR & VIR	TAUGHT REMOTELY only Cohort VIR	TAUGHT REMOTELY Cohorts TF & VIR	TAUGHT REMOTELY Cohorts MR & VIR	2:25 PM
2:30 PM	ALL students Remote DISMISSAL						2:30 PM

Palmyra Middle School (PMS)

For the start of school in September, there was only one setting or Instructional Model for all students, referred to as the FULL REMOTE model. In this model, all Palmyra Middle School students will attend virtual (remote) instruction five days per week. Wednesdays will integrate additional special activities, including guidance and SEL opportunities, intervention supports, and teacher office hours. This setting will no longer run once hybrid begins, but will remain in the plan as we may need to transition back to FULL REMOTE at some point in the future and if that is the case, the school(s) will return to this full remote scenario.

In the FULL REMOTE setting, all students will have access to:

- Virtual classes spanning the hours of 8:00 AM & 2:30 PM Monday, Tuesday, Thursday, and Friday. These classes will follow the normal HS/MS Bell Schedule but with classes split into even and odd periods
 - On Mondays and Thursdays, students will participate in synchronous learning for ODD periods of the school day (Periods 1, 3, 5, 7, and 9). While students will not meet with their even period classes, they can reach out to those teachers during that scheduled (period) time frame for office hours, questions, and support.
 - On Tuesdays and Fridays, students will participate in synchronous learning for EVEN periods of the school day (Periods 2, 4, 6, and 8). While students will not meet with their odd period classes, they can reach out to those teachers during that scheduled (period) time frame for office hours, questions, and support.

- Both synchronous and asynchronous learning opportunities on Wednesdays including whole class discussions/lessons online and targeted learning support for individuals, small groups, or entire classes. The breakdown for Wednesday will be:
 - Teachers available for synchronous support during their scheduled period according to the half day schedule between 8 AM and 12:19 PM

Period	Time
1	8:00 am - 8:26 am
2	8:29 am - 8:55 am
3	8:58 am - 9:24 am
4	9:27 am - 9:53 am
5	9:56 am - 10:22 am
6	10:25 am - 10:51 am
7	10:54 am - 11:20 am
8	11:23 am - 11:49 am
9	11:52 am - 12:19 pm
 - Assorted interventions scheduled as needed for small groups from wraparound services
 - School counselors will facilitate guidance groups, activities, and work sessions after 12:19 for all students.

○ Sample Full Remote Schedule for Palmyra Middle School

PMS / FMS	Monday	Tuesday	Wednesday	Thursday	Friday
7:30- 8 AM	Teacher Office Hours Available; teachers can coordinate morning meetings, 1:1 appointments, breakfast bunch, etc. Will be further defined by grade level teams to meet needs that arise in small group settings.				
Pd 1 8-8:40	Pd 1 CLASS	Pd 1 office hours	Wednesdays will be used for various purposes, including: Teacher Office Hours and support for students as needed School counselors will facilitate student group sessions scheduled weekly Basic skills staff will coordinate small group student intervention sessions Details can be found on the Remote Learning document	Pd 1 CLASS	Pd 1 office hours
Pd 2 8:43-9:23	Pd 2 office hours	Pd 2 CLASS		Pd 2 office hours	Pd 2 CLASS
Pd 3 9:26-10:06	Pd 3 CLASS	Pd 3 office hours		Pd 3 CLASS	Pd 3 office hours
Pd 4 10:09-10:49	Pd 4 office hours	Pd 4 CLASS		Pd 4 office hours	Pd 4 CLASS
Pd 5 10:52-11:32	Pd 5 CLASS	Pd 5 office hours		Pd 5 CLASS	Pd 5 office hours
Pd 6 11:35-12:15	Pd 6 office hours	Pd 6 CLASS		Pd 6 office hours	Pd 6 CLASS
Pd 7 12:18-12:58	Pd 7 CLASS	Pd 7 office hours		Pd 7 CLASS	Pd 7 office hours
Pd 8 1:01-1:41	Pd 8 office hours	Pd 8 CLASS		Pd 8 office hours	Pd 8 CLASS
Pd 9 1:44-2:24	Pd 9 CLASS	Pd 9 office hours		Pd 9 CLASS	Pd 9 office hours
2:24-2:30	Teacher Office Hours, Tutoring Time, Possible student meeting time for additional needs				

Since middle school students have double periods of math and language arts built into their (normal) schedules, they will see those teachers twice as much. For most students/teachers, that means they will naturally see that class each day (A double period 1-2 class would meet on both odd and even days). For any of the special scenarios when those classes are split across two even or two odd period, the administration will work within the schedule to allow for daily class meetings. Those details will be shared through the classroom teacher during the first week of school.

Once the school is cleared to return to a HYBRID setting, there will be two (2) Instructional Models being offered to Palmyra Middle School Students for the start of school in September. The first is a split, two-cohort hybrid model in which students will attend in-person instruction two days per week and have virtual (remote) instruction three days per week. The second is a complete virtual (remote) model in which students will participate in virtual instruction from home five days per week. The schedule and model details are below:

PMS	MON	TUES	WED	THURS	FRI
Hybrid Cohort MR	In person	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	In person	Remote Synchronous and Asynchronous
Hybrid Cohort TF	Remote Synchronous and Asynchronous	In person	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	In person
Virtual Cohort	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous

When the school is in the HYBRID setting, remote learning students will no longer be working within the full remote schedule, as they will share staff with in-person students each day. Every effort will be made, based on updated guidance from the NJDOH/NJDOE and remote choice numbers from the enrollment survey, to build a hybrid schedule that balances the in-person and remote learning. With incomplete guidance, it is challenging to finalize a hybrid sample schedule at this time. The goal is to mirror the remote schedule with as much similarity as possible.

PMS Cohort MR (Monday/ Thursday):

PMS Cohort MR students will have access to:

- In person classes on Mon/Thurs from approximately 8:00 AM – 12:30 PM
- Asynchronous learning coordinated by classroom teacher 8 AM – 12:30 PM Tues/Fri
- Synchronous instruction/support between 1:10-2:30 PM on M/Tu/Th/F
- Both synchronous and asynchronous learning opportunities on Wednesdays including whole class discussions/lessons online and targeted learning support for individuals, small groups, or entire classes. The breakdown for Wednesday will be:
 - Teachers available for synchronous support during their scheduled period according to the half day schedule between 8 AM and 12:19 PM

Period	Time
1	8:00 am - 8:26 am
2	8:29 am - 8:55 am
3	8:58 am - 9:24 am
4	9:27 am - 9:53 am
6	9:56 am - 10:22 am
7	10:25 am - 10:51 am
8	10:54 am - 11:20 am
9	11:23 am - 11:49 am
5	11:52 am - 12:19 pm *Bag Lunch & Go
 - Assorted interventions scheduled as needed for small groups from wraparound services.
 - School counselors will facilitate guidance groups, activities, and work sessions after 12:19 for all students.
- In addition to the traditional daily schedule, teachers will provide late afternoon/evening “hours” for student support for 30 minutes twice a week.

PMS	Monday Cohort MR	Tuesday Cohort TF	Wednesday	Thursday Cohort MR	Friday Cohort TF
7:30- 8 AM	Staggered Entry for students and Office Hours for Teachers				
PD 1 8-8:26	Pd 1 CLASS	Pd 1 CLASS	8-8:40 Pd 1 Synchronous Remote	Pd 1 CLASS	Pd 1 CLASS
PD 2 8:29-8:55	Pd 2 CLASS	Pd 2 CLASS	8:43-9:23 Pd 2 Synchronous Remote	Pd 2 CLASS	Pd 2 CLASS
PD 3 8:58-9:24	Pd 3 CLASS	Pd 3 CLASS	9:26-10:06 Pd 3 Synchronous Remote	Pd 3 CLASS	Pd 3 CLASS
PD 4 9:27-9:53	Pd 4 CLASS	Pd 4 CLASS	10-09-10:49 Pd 4 Synchronous Remote	Pd 4 CLASS	Pd 4 CLASS
PD 5 9:56-10:22	Pd 6 CLASS	Pd 6 CLASS	10:52-11:32 Pd 6 Synchronous Remote	Pd 6 CLASS	Pd 6 CLASS
PD 6 10:25-10:51	Pd 7 CLASS	Pd 7 CLASS	11:35-12:15 Pd 7 Synchronous Remote	Pd 7 CLASS	Pd 7 CLASS
PD 7 10:54-11:20	Pd 8 CLASS	Pd 8 CLASS	12:18-12:58 Pd 8 Synchronous Remote	Pd 8 CLASS	Pd 8 CLASS
PD 8 11:23-11:49	Pd 9 CLASS	Pd 9 CLASS		Pd 9 CLASS	Pd 9 CLASS
PD 9 11:52-12:19	Pd 5 CLASS	Pd 5 CLASS		Pd 5 CLASS	Pd 5 CLASS
12:20-12:50	Dismissal, Teacher Prep, Lunch			Dismissal, Teacher Prep, Lunch	
12:50-1:15	Synchronous Support 1	Counselor Groups, Activities, etc. Intervention Supports and Wrap Around Services	1:01-1:41 Pd 9 Synchronous Remote	Counselor Groups, Activities, etc.	Synchronous Support 2
1:15-1:40	Synchronous Support 3			Intervention Supports and Wrap Around Services	Synchronous Support 4
1:40-2:05	Synchronous Support 7		1:44-2:24 Pd 5 Synchronous Remote		Synchronous Support 6
2:05-2:30	Synchronous Support 9				Synchronous Support 8

PMS Cohort TF will run the complete opposite of the Cohort A/C schedule (Tuesday/Friday):

PMS Cohort TF Students will have access to:

- In person classes on Tues/Fridays from approximately 8:00 AM – 12:30 PM
- Asynchronous learning coordinated by classroom teacher 8 AM – 12:30 PM Mon/Thurs
- Synchronous instruction/support between 12:50-2:30 PM on M/Tu/Th/F
- Both synchronous and asynchronous learning opportunities on Wednesdays including whole class discussions/lessons online and targeted learning support for individuals, small groups, or entire classes. The breakdown for Wednesday will be:
 - Teachers available for synchronous support during their scheduled period according to the half day schedule between 8 AM and 12:19 PM

Period	Time
1	8:00 am - 8:26 am
2	8:29 am - 8:55 am
3	8:58 am - 9:24 am
4	9:27 am - 9:53 am
6	9:56 am - 10:22 am
7	10:25 am - 10:51 am
8	10:54 am - 11:20 am
9	11:23 am - 11:49 am
5	11:52 am - 12:19 pm *Bag Lunch & Go
 - Assorted interventions scheduled as needed for small groups from wraparound services.

- School counselors will facilitate guidance groups, activities, and work sessions after 12:19 for all students.
- In addition to the traditional daily schedule, teachers will provide late afternoon/evening “hours” for student support for 30 minutes twice a week.

PMS “Remote Choice” or “Virtual” Cohort:

PMS virtual students will have access to:

- Asynchronous learning M/Tu/Th/F coordinated by classroom teacher 8 AM – 12:30 PM
- Synchronous instruction/support between 12:50-2:30 PM on M/Tu/Th/F
- Both synchronous and asynchronous learning opportunities on Wednesdays including whole class discussions/lessons online and targeted learning support for individuals, small groups, or entire classes. Teachers will be available for synchronous learning during their scheduled period according to the full day schedule between 8 AM and 2:30 PM.

Palmyra High School (PHS)

For the start of school in September, there was only one setting or Instructional Model for all students, referred to as the FULL REMOTE model. In this model, all Palmyra High School students will attend virtual (remote) instruction five days per week. Wednesdays will integrate additional special activities, including guidance and SEL opportunities, intervention supports, and teacher office hours.

When in the FULL REMOTE setting, all students will have access to:

- Virtual classes spanning the hours of 8:00 AM & 2:30 PM Monday, Tuesday, Thursday, and Friday. These classes will follow the normal HS/MS Bell Schedule but with classes split into even and odd periods
 - On Mondays and Thursdays, students will participate in synchronous learning for ODD periods of the school day (Periods 1, 3, 5, 7, and 9). While students will not meet with their even period classes, they can reach out to those teachers during that scheduled (period) time frame for office hours, questions, and support.
 - On Tuesdays and Fridays, students will participate in synchronous learning for EVEN periods of the school day (Periods 2, 4, 6, and 8). While students will not meet with their odd period classes, they can reach out to those teachers during that scheduled (period) time frame for office hours, questions, and support.
- Both synchronous and asynchronous learning opportunities on Wednesdays including whole class discussions/lessons online and targeted learning support for individuals, small groups, or entire classes. The breakdown for Wednesday will be:
 - Teachers available for synchronous support during their scheduled period according to the half day schedule between 8 AM and 12:19 PM

Period	Time
1	8:00 am - 8:26 am
2	8:29 am - 8:55 am
3	8:58 am - 9:24 am
4	9:27 am - 9:53 am
5	9:56 am - 10:22 am

- 6 10:25 am - 10:51 am
- 7 10:54 am - 11:20 am
- 8 11:23 am - 11:49 am
- 9 11:52 am - 12:19 pm
- Assorted interventions scheduled as needed for small groups from wraparound services.
- School counselors will facilitate guidance groups, activities, and work sessions after 12:19 for all students.

Sample Full Remote Schedule for Palmyra High School

PHS / PMS	Monday	Tuesday	Wednesday	Thursday	Friday
7:30- 8 AM	Teacher Office Hours Available; teachers can coordinate morning meetings, 1:1 appointments, breakfast bunch, etc. Will be further defined by grade level teams to meet needs that arise in small group settings.				
Pd 1 8-8:40	Pd 1 CLASS	Pd 1 office hours	<p>Wednesdays will be used for various purposes, including:</p> <p>Teacher Office Hours and support for students as needed</p> <p>School counselors will facilitate student group sessions scheduled weekly</p> <p>Basic skills staff will coordinate small group student intervention sessions</p> <p>Details can be found on the Remote Learning document</p>	Pd 1 CLASS	Pd 1 office hours
Pd 2 8:43-9:23	Pd 2 office hours	Pd 2 CLASS		Pd 2 office hours	Pd 2 CLASS
Pd 3 9:26-10:06	Pd 3 CLASS	Pd 3 office hours		Pd 3 CLASS	Pd 3 office hours
Pd 4 10:09-10:49	Pd 4 office hours	Pd 4 CLASS		Pd 4 office hours	Pd 4 CLASS
Pd 5 10:52-11:32	Pd 5 CLASS	Pd 5 office hours		Pd 5 CLASS	Pd 5 office hours
Pd 6 11:35-12:15	Pd 6 office hours	Pd 6 CLASS		Pd 6 office hours	Pd 6 CLASS
Pd 7 12:18-12:58	Pd 7 CLASS	Pd 7 office hours		Pd 7 CLASS	Pd 7 office hours
Pd 8 1:01-1:41	Pd 8 office hours	Pd 8 CLASS		Pd 8 office hours	Pd 8 CLASS
Pd 9 1:44-2:24	Pd 9 CLASS	Pd 9 office hours		Pd 9 CLASS	Pd 9 office hours
2:24-2:30	Teacher Office Hours, Tutoring Time, Possible student meeting time for additional needs				

When the school is in the HYBRID setting, there will be two (2) Instructional Models being offered to students for the start of school in September. The first is a split, four-cohort hybrid model in which students will attend in-person instruction one day per week and have virtual (remote) instruction four days per week. The second is a complete virtual (remote) model in which students will participate in virtual instruction from home five days per week. The schedule and model details are below:

PHS	MON	TUES	WED	THURS	FRI
Hybrid Cohort M	In person	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous

Hybrid Cohort T	Remote Synchronous and Asynchronous	In person	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous
Hybrid Cohort R	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	In person	Remote Synchronous and Asynchronous
Virtual Cohort	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous	Remote Synchronous and Asynchronous

When the school is in the HYBRID setting, remote learning students will no longer be working within the full remote schedule, as they will share staff with in-person students each day. Every effort will be made, based on updated guidance from the NJDOH/NJDOE and remote choice numbers from the enrollment survey, to build a hybrid schedule that balances the in-person and remote learning. With incomplete guidance, it is challenging to finalize a hybrid sample schedule at this time. The goal is to mirror the remote schedule with as much similarity as possible.

PHS Cohorts- Cohort M (Monday), Cohort T (Tuesday), Cohort R (Thursday):

PHS Cohort M students will have access to:

- In person classes on Mon from 8:00 AM – 12:30 PM
- Asynchronous learning coordinated 8 AM – 12:30 PM Tue, Thur
- Synchronous instruction/support between 1:10-2:30 PM on M/Tu/Th
- Both synchronous and asynchronous learning opportunities on Wednesdays following the full day schedule between 8 AM and 2:30 PM and Fridays following the early dismissal schedule between 8 AM and 12:30 PM

PHS Cohort T students will have access to:

- In person classes on Tues from 8:00 AM – 12:30 PM
- Asynchronous learning coordinated 8 AM – 12:30 PM Mon, Thur, Fri
- Synchronous instruction/support between 1:10-2:30 PM on M/Tu/Th
- Both synchronous and asynchronous learning opportunities on Wednesdays following the full day schedule between 8 AM and 2:30 PM and Fridays following the early dismissal schedule between 8 AM and 12:30 PM

PHS Cohort R students will have access to:

- In person classes on Thurs from 8:00 AM – 12:30 PM
- Asynchronous learning coordinated 8 AM – 12:30 PM Mon, Tues, Fri
- Synchronous instruction/support between 1:10-2:30 PM on M/Tu/Th
- Both synchronous and asynchronous learning opportunities on Wednesdays following the full day schedule between 8 AM and 2:30 PM and Fridays following the early dismissal schedule between 8 AM and 12:30 PM

“Remote Choice” or “Virtual” Cohort:

Virtual students will have access to:

- Asynchronous learning coordinated 8 AM – 12:30 PM Mon, Tue, Thur
- Synchronous instruction/support between 1:10-2:30 PM on M/Tu/Th

Both synchronous and asynchronous learning opportunities on Wednesdays following the full day schedule between 8 AM and 2:30 PM and Fridays following the early dismissal schedule between 8 AM and 12:30

PHS	Monday Cohort M	Tuesday Cohort T	Wednesday	Thursday Cohort R	Friday
7:30- 8 AM	Staggered Entry for students and Office Hours for Teachers				
PD 1 8-8:26	Pd 1 CLASS	Pd 1 CLASS	8-8:40 Pd 1 Synchronous Remote	Pd 1 CLASS	Pd 1 Synchronous Remote
PD 2 8:29-8:55	Pd 2 CLASS	Pd 2 CLASS	8:43-9:23 Pd 2 Synchronous Remote	Pd 2 CLASS	Pd 2 Synchronous Remote
PD 3 8:58-9:24	Pd 3 CLASS	Pd 3 CLASS		Pd 3 CLASS	Pd 3 Synchronous Remote
PD 4 9:27-9:53	Pd 4 CLASS	Pd 4 CLASS	9:26-10:06 Pd 3 Synchronous Remote	Pd 4 CLASS	Pd 4 Synchronous Remote
PD 6 9:56-10:22	Pd 6 CLASS	Pd 6 CLASS	10-09-10:49 Pd 4 Synchronous Remote	Pd 6 CLASS	Pd 6 Synchronous Remote
PD 7 10:25-10:51	Pd 7 CLASS	Pd 7 CLASS		Pd 7 CLASS	Pd 7 Synchronous Remote
PD 8 10:54-11:20	Pd 8 CLASS	Pd 8 CLASS	10:52-11:32 Pd 6 Synchronous Remote	Pd 8 CLASS	Pd 8 Synchronous Remote
PD 9 11:23-11:49	Pd 9 CLASS	Pd 9 CLASS	11:35-12:15 Pd 7 Synchronous Remote	Pd 9 CLASS	Pd 9 Synchronous Remote
PD 5 11:52-12:19	Pd 5 CLASS	Pd 5 CLASS		Pd 5 CLASS	Pd 5 Synchronous Remote
12:20-12:50	Dismissal, Teacher Prep, Lunch		12:18-12:58 Pd 8 Synchronous Remote	Dismissal, Teacher Prep, Lunch	
12:50-1:10	Synchronous Support 1	Counselor Groups, Activities, etc.		Synchronous Support 2	Counselor Groups, Activities, etc.
1:10-1:30	Synchronous Support 3	Intervention Supports and Wrap Around Services	1:01-1:41 Pd 9 Synchronous Remote	Synchronous Support 4	Intervention Supports and Wrap Around Services
1:30-1:50	Synchronous Support 5		Synchronous Support 6		
1:50-2:10	Synchronous Support 7		Synchronous Support 8		
2:10-2:30	Synchronous Support 9		Office Hours		

Public Health-Related School Closure

In the event that the Governor or New Jersey or the NJ Department of Health deems it necessary to move to an all virtual (remote) setting, students in CSS, PMS and PHS will follow the full remote schedule to allow the students to see all core teachers virtually every day.

Conditions for Learning:

- Students will be expected to join into each live lesson or virtual Google Meet on a daily schedule communicated by the classroom teacher.
- We will use the OnCourse Learning Management System (LMS) in conjunction with Google Suite for Education which will include Google Classrooms and Google Meet.
- Chromebooks and internet access will be available for families.
- The long term learning objective for the school/students will be re-evaluated after each marking period.

Staffing

District administration for Palmyra School District will review access and equity for all staff to ensure continuity of student learning. The Plan and decision-making throughout the school year shall consider the unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns within the framework of federal and state laws, Board policy, and local collective bargaining agreements.

When developing schedules, district administration for Palmyra School District will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, district administration will also consult with the local bargaining units and legal counsel.

In-Person and Hybrid Models – Roles and Responsibilities

Specific roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers is being further developed in conjunction with student schedules in support of in-person, hybrid, and virtual Instructional Models. Staff should:

Instructional Staff

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.

- Utilize instructional staff with additional capacity or limited time spent with students to assist with-school building and safety logistics.
- Make necessary curricular adjustments and continuously improve the quality of instruction in remote and hybrid environments through the support of teacher leaders or instructional coaches
- Provide materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- Limit on-line activities for pre-school students.

Mentor Teachers

- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

Administrators

- In addition to non-instructional responsibilities, ensure quality of continued learning in-person or virtually.
- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science areas for on-site opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's

Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

Educational Services Staff

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platform for small groups of in-person students while teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support Staff/Paraprofessionals

- Lead small group instruction to ensure social distancing.
- Assist student grouping to maintain single classroom cohorts.
- Assist with alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two).
- Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

- Support families and students in accessing and participating in remote learning.
- Add Paraprofessionals to online classes as co-teachers
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

Substitute Staff – Class Coverage

In the event that a regularly assigned teacher is unable to provide instruction, school administration will coordinate effort to provide class coverage using a non-assigned teacher. Should class coverage using a non-assigned teacher be untenable, external substitute teacher resources will be utilized. Contingency planning development includes:

- Long-term absences and/or vacancies.
- Roles and responsibilities for substitute teachers in both virtual and hybrid settings
- The assignment of substitutes to a single school building or grade level to avoid too much movement between schools.
- Consideration for school nurses, counselors, and school psychologists

Educator Roles Related to School Technology Needs

Palmyra School District Staff will be prepared to provide or support instruction on day one. In addition to professional webinars, the district will coordinate internal support by teacher leaders, peer coaches, etc. to support staff and students in the shift to weeklong learning, digital planning and hybrid/remote structures, including:

- CSS Lead Teacher will provide support for teachers in all aspects of building weeklong learning, recording/sharing lessons, utilizing new programs, etc.
- CSS Special Education teacher and modification specialist, will provide support for teachers K-12 who are looking for additional suggestions and support in creating least restrictive learning environments for their special education students and struggling learners.
- In addition to directly providing Title I supports, CSS BSI Math Teacher, CSS BSI Reading Teachers will act as intervention specialists and provide supports to teachers who are looking for additional means/methods for supporting struggling students both in-person and remotely.
- CSS Computer Teacher will provide technology support for all staff using new online tools like Loom, Screencastify, OnCourse LMS, and updated Google Suite as well as troubleshooting questions and concerns that arise as hybrid teaching continues.
- PHS/MS Media Specialist, and Internal Support Teacher will provide support for teachers in all aspects of building weeklong learning, recording/sharing lessons, utilizing new programs and support supplemental resources.
- PMS/PHS Learning Support Teacher, PHS/PMS Math BSI teacher, and PHS/PMS English Language Arts BSI teacher, will act as intervention specialists and provide supports to teachers who are looking for additional means/methods for supporting struggling students both in-person and remote.

Student Devices

- Each student will be assigned a Chromebook and will use this device both on and off campus.

- Parent/guardian will be offered to either pay for device replacement due to loss/theft (\$300 dollars) or purchase insurance for the device through a private vendor (\$32 dollars for 1 year).
- The district will facilitate communication with the private vendor for establishing insurance coverage.
- Parent/guardian will complete a form indicating their decision and these will be recorded.
- The Acceptable Use Policy (AUP) will be updated to reflect off campus considerations such as content filtering and remote management.

Internet Access

The district will survey parents to evaluate accessibility and determine need. The district will supply a hotspot internet access device to each home demonstrating the need.

- This need will be satisfied by using the COVID 19 plan from T-Mobile. Included in this solution is unlimited high speed data, the hotspot device, and a dedicated phone number for T-Mobile support.

Additional Staff Concerns

Additional topics to discuss with staff include, but are not limited to the follow:

- Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- Clearly communicating Palmyra School District policy identifying how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- Considering the development of a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building.
- Increasing need for all staff to address student trauma, social emotional learning, and digital citizenship.

Athletics

The following guidance is provided at this time for all athletic and extra-curricular programs sponsored by the Palmyra Board of Education for the 2020-2021 school year:

- All extra-curricular activities and clubs in the district will operate as per BOE approval.
- All middle school athletics are cancelled for the fall and winter season.
- High school athletics will follow NJSIAA recommendations.
- Athletic plans will be posted at:
 - <https://www.palmyraschools.com/o/palmyra/page/2020-return-to-class>

A Day in the Life.... (Full Remote and Hybrid Models)

CSS Day for a Student in the Full Remote Model

- Students log in for the first time between 8:30AM-9AM for morning check in and morning meeting. This check-in will be used for daily attendance and to welcome the students in a positive manner of support and mindfulness each morning.
- Each students' day is comprised of 5 hour long "periods" running on the hour (9AM, 10AM, 11AM, 12PM, 1PM).
- Each period kicks off with "teacher time" including a 20-40 minute lesson or interactive synchronous activity. This may include pre-recorded videos, live tutorials, discussion, etc. followed by student practice time (SPT) where students continue to work on the tasks assigned, reaching back out to the teacher with questions as needed. Then, at the next hour mark, the next "teacher time" lesson starts.
- Students who receive wraparound services (LLI, BSI, ELL, SEL, G&T, OT/PT, etc.) will receive some of those services during the WIN period of their schedule. These services will be coordinated and scheduled over the course of the first two weeks of school. Students who do not have meetings for wraparound services may work on asynchronous work at this time, take a brain break, or stop for a snack.
- Students will have access to ask last minute questions between 2 and 2:30 each day.

Wraparound Schedule CSS Day for a Teacher in the Full Remote Model

- Prior: Teachers will update their OnCourse Classrooms and/or Grade Level information sites with any new links or activities needed for the day if not already done.
- During: Teachers will be available throughout the full hour of their lesson, through an open video or messaging tool, to continue to answer questions and provide support during SPT.
 - Teachers will help coordinate and communicate the WIN period schedule and services between the interventionists but are not directly responsible for facilitating that period. They MAY meet with individual or small groups of students for additional support who are available during that time if they so choose.
 - Primary teachers will help coordinate and communicate the alternating specials schedule to ensure students can access their specials lessons, but are not responsible for facilitating that session.
- After the day as ended, teachers will continue to check for questions through messaging options enabled in their classroom (periodically) to catch any late questions posed by students/families struggling to work within the traditional day's schedule. While they are not required to work late into the evening, they are strongly encouraged to be alert to, and responsive to, needs of families on an alternate schedule who reach out with concerns.

CSS Day for a Student in the Hybrid Model

- Students arrive at their designated entry door (by HR) at their specified time (8, 8:05, 8:10).
- They are temperature scanned by the door temp checker (staff assigned) and proceed with their class in a socially distant line to their classroom (minimal use of book bags/coats/common area storage)

- Students sit in rows with their mask on (unless otherwise decided by the district, building, and teacher) for their in person instruction. Students will wear masks any time they are moving around the class or in the hall.
- Students may leave the class for select special areas at one point in the day (PE, possibly others). When possible, specials will take place in the classroom to minimize cross contamination in multiple rooms.
- Students may eat a snack during the designated time and will have access to “Grab and Go” lunches prior to dismissal
- At the conclusion of the student school day, teachers will accompany students to their assigned door at their assigned dismissal time.
- *Students who choose the REMOTE ONLY CHOICE during Hybrid will log in at 8:30 each morning for Morning Meeting and check in and then follow along with the posted asynchronous work, utilizing the opportunity to leave messages/questions for teachers during “Virtual Check Ins” throughout the day. They will then have dedicated synchronous learning time between 1:45 and 2:25 each day.*

Wraparound Schedule CSS Day for a Teacher in the Hybrid Model

- Prior: Teachers will be assigned to a door to wait until their classes arrive (masks on). Teachers/staff without a homeroom will be assigned a duty for student line up, temperature checks, transition support, etc.
- After students leave the building, teachers will immediately have a 40 minute lunch period and a 40 minute virtual instruction period during which they will support students online with synchronous instruction, discussion, activities, and support.

PMS/PHS Day for a Student in the Full Remote Model

- Students log in for the first time on Mondays and Thursdays at 8 am for first period and 8:43 am on Tuesday and Thursday. This will be their first class of the day. Daily attendance will be taken during all ODD periods on Monday and Thursday and during all EVEN periods on Tuesday and Friday.
- Each students’ day is comprised of 5 forty-minute classes with one of those sections being the student lunch.
- Students will log in the following times on Mondays and Thursdays for synchronous learning. Each period kicks off with “teacher time” including a 10-25 minute lesson or interactive synchronous activity. This may include pre-recorded videos, live tutorials, discussion, etc. followed by student practice time (SPT) where students continue to work on the tasks assigned, reaching back out to the teacher with questions as needed. Lessons will conclude with a wrap-up activity and assignment of follow up work.
 - 1st period- 8-8:40
 - 3rd period-9:26-10:06
 - 5th period-10:52-11:32
 - 7th period-12:18-12:58
 - 9th period-1:44-2:24
- Attendance will be taken every period
- Students will log in the following times on Tuesdays and Fridays for synchronous learning. Each period kicks off with “teacher time” including a 10-25 minute lesson or

interactive synchronous activity. This may include pre-recorded videos, live tutorials, discussion, etc. followed by student practice time (SPT) where students continue to work on the tasks assigned, reaching back out to the teacher with questions as needed. Lessons will conclude with a wrap-up activity and assignment of follow up work.

- 2nd period-8:43-9:23
 - 4th period-10:09-10:49
 - 6th eriod-11:35-12:15
 - 8th period-1:01-1:41
- Attendance will be taken every period
 - Teachers will be available for “office hours” during the opposing periods of every schedule. If students have questions following their 40 minute class, the teachers will be available during their office hours.

Wraparound Schedule PMS/PHS Day for a Teacher in the Full Remote Model

- Prior: Teachers will update their OnCourse Classrooms and/or Grade Level information sites with any new links or activities needed for the day if not already done.
- During: Teachers will be available throughout the full forty minutes of their lesson, through an open video or messaging tool, to continue to answer questions and provide support during SPT.
- After the day as ended, teachers will continue to check for questions through messaging options enabled in their classroom (periodically) to catch any late questions posed by students/families struggling to work within the traditional day’s schedule. While they are not required to work late into the evening, they are strongly encouraged to be alert to, and responsive to, needs of families on an alternate schedule who reach out with concerns.

PMS/PHS Day for a Student in the Hybrid Model:

- Students arrive at their designated entry door at their specified time.
- Students will be temperature scanned by staff assigned to each door and proceed in a socially distant manner to their homeroom (minimal use of book bags/coats and no lockers).
- Students will move directly to their first period class with their mask on and leave it on (unless otherwise decided by the district, building, and teacher) for their in person instruction. Students will wear masks any time they are moving around the class or in the hall.
- Students follow their full schedule, on an early dismissal bell schedule, with an assigned study hall in place of a lunch period.
- At the conclusion of conclusion of the last period of the day, students will be directed to their assigned lunch pick up location where they will grab a brown bag lunch (in addition to possibly grabbing lunch/breakfast for remote days) and immediately exit the building through their assigned door.

Wraparound Schedule PMS/PHS Day for a Teacher in the Hybrid Model

- Prior: Teachers will arrive at their normal time to prepare for the day.
- During: Teachers will work through their normal schedule from 8 to 12:19.

- After students leave the building, teachers will immediately have a 30 minute lunch period and follow a schedule for targeted office hours, synchronous support, and wraparound services.

Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the Palmyra School District for delivery of instruction and related services to students in addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

School Funding

Funds to support district operations outside of the normal operational tempo established in the current 2020-2021 budget will be drawn from the various limited sources available to the district. These funds will be utilized on an as needed/required basis.

The Palmyra Board of Education shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

- Elementary and Secondary School Emergency Relief Fund;
- Federal Emergency Management Agency – Public Assistance; and
- State School Aid.

Purchasing

The Palmyra School District may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

Use of Reserve Accounts, Transfers, and Cashflow

The Palmyra School District shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

Costs and Contracting

The Palmyra School District shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. The Palmyra School District is working closely with stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Special Education and Related Services

Students who have IEPs will receive specially designed instruction from their Special Education teachers aligned with their needs in the Least Restrict Environment as indicated by their IEPs. The Palmyra School District is currently planning for certain students who have IEPs who require extensive support and services due to complex needs to attend on site four days per week with one day of digital learning day each week, unless the family and IEP team determine that an alternative schedule or digital learning is more appropriate for an individual student's needs.

Some related services may be delivered through digital learning when students are not on-site at school as well as push-in the classroom to limit travel throughout the building. Transportation will be arranged for students who receive transportation as a related service in their IEPs and attend Out of District Schools.

The Palmyra School District will follow state and federal law, regulations and guidance regarding the evaluation and reevaluation of students who are thought to be eligible for or receives special education and support services.

Curriculum, Instruction, and Assessment

In planning curriculum, instruction, and assessment for reopening, the Palmyra School District focused on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS). School administration is working on plans that are 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.

Professional Development

School administration is coordinating services to provide webinars and training prior to fall and continuing throughout the school year. To prepare and support teachers for this transition to a new type of learning (remote/hybrid), the district is providing a wide range of professional development opportunities for staff. Professional developing includes, but is not limited to:

- SimpleK12 on demand and live webinars on all types of instructional topics such as: Using Google Suite, flipped/remote learning, effective use of technology, effective use of assessment tools to monitor and inform teaching/learning, etc.

- OnCourse training to effectively utilize the OnCourse Classroom (including its recent upgrades) as well as effectively incorporate the many COVID-related updates for attendance, temperature checking, student tracking, etc.
- COVID Awareness and Safety Training through Safe Schools and other providers
- Palmyra School District practices and policies enforcement training to introduce and orient staff members in facilitating temperature checks, arrival, supporting the ongoing sanitation process, social distancing measures, etc.
- Palmyra School District training webinars on best practices for addressing achievement gaps and equity in the hybrid/remote classroom, best practices for effective and engaging hybrid/remote learning plans, tools and tips for recording/sharing asynchronous learning videos, etc.