The Road Back

Voorhees Township School District

Conditions for Learning		
Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning		
Critical Area	*Action*	*Person(s) Responsible*
<u>General Health and Safety Guidelines</u> ● Establishing and maintaining communication with Health Dept; track local conditions ● Develop "high risk" criteria and share with staff and families ● Reasonable accommodations for students and staff at *higher risk* ● Promote behaviors that reduce spread ● Training	● Establish communication system w/ Dr. Nwako ● Establish/share criteria ● Establish an accommodations plan ● Create signs and messages notifying students when to stay home, the need for social distancing, hand washing and respiratory etiquette, importance of face coverings ● Training on all of these precautions	● Superintendent ● School Nurses ● Principals ● Info: Nurses Design: Who? ● Principals, Nurses
<u>Classrooms, Testing and Therapy Rooms</u> ● Student desks, workspaces, and eating	● Visit every classroom, workspace, cafeteria, APR;	● Principals and

spaces separated by 6'	determine room capacity; develop a system for ensuring all in-use seating is 6' apart or partitioned; Remove unused desks or manage w desks in the room? Desks face same direction. Each student requires 113 sq feet?	Supervisors
● Physical barriers	● Assessment of spaces where 6' is not possible; design physical barrier options	● Principals, Supervisors, Dir B&G
● Face coverings when social distancing not possible	● Order masks and shields for staff? Face Shields can be printed at the middle school on the 3-D Printer. Determine solution for students (face covering not necessary for students while seated at desks 6' apart)	● Nurses, Dir B&G
● Limit use of shared objects	● Establish classroom procedures that reinforce this requirement	
	● Check ventilation systems to ensure fresh air exchange, filters changed regularly	● Teachers
● Ventilation	● Install permanent stations in hallways, entrances/exits, lunch areas, toilet rooms; how to provide them in classrooms?	● Dir B&G
● Hand Sanitizer	● How do we provide in classrooms without?	● Nurses, Dir B&G
● Hand-washing stations	● Avoid close group learning activities; arrange cots head to toe;establish 6 conditions during which students wash hands; sanitizer under supervision of teacher.	● Dir B&G ● Director P/S Elem Ed
● Early Childhood Considerations	● Secure and maintain supply of PPE; additional cleaning/disinfecting;heighted monitoring and additional hand-washing.	
● Medically Fragile Students	● Limit use of supplies to one child at a time; disinfect between uses; avoid sharing! ● Keep each child's belongings separated in containers or cubbies	● CST Supervisor
● Supplies	● Use for social distancing	● Principals, Supervisors, AD ● Principals, Teachers
● Belongings from home	● Keep students in cohorts, when possible; add time to lunch, recess to allow for hand washing; build in handwashing during transition times	● Principals, Teachers
● Use of larger spaces (gyms, cafeteria, auditorium)	● Training on all of these precautions	● Principals
● Scheduling/Movement		

● Training		● Principals, Nurses
Transportation ● Social distancing on buses	● One student per row, skipping a row between each child; 54-passenger bus = 11 kids; seating students from the same household in one seat is okay. Okay to put kids every row with barriers. If none of that is possible, face coverings required. Hang signs on bus to reinforce rules.	● Business Admin
● Cleaning	● Adopt best practices in cleaning buses; determine from the bus company; clean daily or between routes.	● Business Admin ● Business Admin, Principals
● Board buses	● Require fill back rows first then reverse upon exit; assigned seating.	● Bus driver, aide
● Windows ● Drivers	● Open windows, when possible, for air flow ● Required to follow all safety protocols required for other staff (hand hygiene, face coverings)	● Bus driver, aide ● Driver
● Aides	● When possible, an aide should accompany driver on all routes	● Business Admin
● Aide in Lieu ● Waive busing	● If social distancing drives up cost, offer AIL ● Parent may waive busing services; increase parents' awareness	● Business Admin ● Business Admin
● Training	● Training on all of these precautions	● Business Admin Principals, Nurses
Student Flow, Entry, Exit, Common Areas ● Location and Process for student and staff health screenings	● Determine location and process/staff for health screenings; COVID checklist and temp checks? Conduct all checks safely and respectfully; document results; accommodations for needs of students with disabilities	● Principal, Nurse
● Procedures for symptomatic students or staff ● Policy for when person tests positive	● Isolation; notification of local health officials, staff, families (confidentially) ● Isolation space until pickup; report illness (Communicable Disease Service guidance); PPE provided for use; methods for contact tracing;	● Nurses ● Nurses, Dir B&G, Superintendent, BOE

● Parent Education ● School Staff and Visitors ● Students (above age 2) ● Visitors without masks ● Training	continuous monitoring of symptoms; readmittance policies consistent with Dept of Health; Written protocols for positive cases. ● Educate parents on signs of illness and need to keep children home when sick; when poss, same adult drop off and pick up student ● Required to wear face coverings unless would inhibit health ● Strongly encouraged to wear face coverings, required when social distancing cannot be maintained, unless inhibits health; may not be possible for students with disabilities (exceptions: health, heat outdoors, water, medical condition or IEP, under age 2) ● Mask can be provided or deny entry ● Training on all of these precautions	 ● Nurses ● Principals, Dir B&G for coverings ● Principals, Teachers ● Principals ● Principals, Nurses
Contract Tracing ● Educate staff on the role of contact tracing in keeping communities safe ● Educate the broader community on importance of contact tracing ● Develop policies with Dept of Health, including triggers to activate and notification protocols ● Identify how district can help w/contact tracing ● Identify staff member who will be in charge of notifications and carrying out contact tracing policy, ensuring compliance with FERPA and HIPAA ● Communications system to allow staff and families to self-report symptoms/suspected exposure	● Add to opening PD process ● Develop materials to share with families ● Develop policies in cooperation with Dept of Health ● Identify district role w/Health Dept ● Consult w/Dept of Health around best practices ● Develop communication system to allow for sharing of info with school district	● Nurses ● Nurses ● Superintendent, Dept of Health ● Superintendent, Dept of Health ● Superintendent, Nurses ● Superintendent, Nurses

Facilities Cleaning Practices ● Develop a procedures manual to establish cleaning/disinfecting schedules for routine and post-positive case instances ● Increase cleaning high-touch surfaces ● Bathrooms ● Water fountains ● Hand Sanitizer ● Provide sanitizing wipes to staff, cleaner and disinfectant to custodians and staff ● Bus cleaning/sanitizing procedures ● Add physical barriers in schools, where needed ● Training	● Develop schedule and manual for routine cleaning and disinfecting; Aftera confirmed case, wait 24 hours to disinfect, bring in outside air, disinfect all areas the ill person inhabited. ● Include classroom desks/chairs, lunchroom tables/chairs, Door handles/push bars, handrails, bathrooms, light switches, handles on equipment, vending buttons, shared phones, desktops, computers, fountains ● Sanitize bathrooms daily; limit number of students in bathrooms at a time, designate staff to enforce limited capacity, no touch equipment AMAP, prop doors open ● Sanitize AMAP; encourage students and staff to bring water bottles ● Available at entrances and exits, common areas in hallways, classrooms ● Order sufficient supply of all materials; train staff on proper use ● Work with vendors to develop a checklist; monitor adherence to checklist; include approved cleaning agents; two-stage clean and disinfect ● Check areas where 6' distancing is not possible, including between bathroom sinks ● Additional training for facilities staff and bus cleaning staff	● Director B&G, custodians ● Director B&G, custodians ● Director B&G, Principals ● Director B&G, Principals ● Director B&G ● Director B&G, Principals ● Business Admin ● Director B&G ● Director B&G, Business Admin
Meals/Food Service ● Develop cafeteria schedule and procedures for students ● Develop cafeteria procedures for food service staff	● Stagger times to allow for social distancing, clean and disinfect between groups; no buffet, self-service, or family-style eating;space students at least 6' apart ● Establish and enforce sanitation procedures for food service staff, wash hands when removing gloves or handling food service items ● Serve in classrooms or outside? Serve individually-	● Director B&G, Principals ● Business Admin ● Business Admin

● Types of meals to be served	plated or pre-packaged meals; use disposable service items; hand-washing	
Recess/Physical Education ● Groups: If groups are at recess simultaneously create 6' separation ● Hygiene ● Playground equipment ● Locker Rooms ● Equipment ● Mixing cohorts	● Use cones, flags, tape to create separation between groups; no cross-groups ● Wash hands after every recess period ● Stagger use; frequently disinfect; mark off spaces to ensure 6' distancing between students ● Keep closed ● Limit or eliminate use of equipment; no sharing or disinfect between sharing ● Do not mix groups; designate areas for each class	● Principals ● Teachers ● Principals ● Principals/AD ● Teacher ● Principal, Teacher
Field Trips, Extra-Curricular Activities, Use of Facilities by Outside Groups ● Social distancing ● Field Trips ● Assemblies, Large Group Gathering ● Use of Facilities by Outside Groups ● In-Person Gatherings Outside School Hours	● Adhere to all then-current guidelines for distancing and hygiene for every activity ● None, maximize virtual experiences ● None ● None ● None - interferes with cleaning protocols	● Activity Sponsor ● Superintendent, BOE ● Superintendent, BOE ● Superintendent, BOE ● Superintendent, BOE
Social Emotional Learning (SEL) and School Culture and Climate		
Educator Well-Being ● Support educator well-being so they may best support students ● Staff Wellness Program	● Provide space for staff to reconnect, process traumatic events, and receive support, prioritize educator well-being, support access to mental health services, provide space for educators to practice/reflect on S/E competencies ● Investigate wellness program for staff members	● All ● Business Admin
Trauma-Informed SEL- Before September ● Staff and Student Trauma	● Organize and prepare for start of school year	● CST Supervisor,

	acknowledging potential trauma of staff and students
	  ○ Routines will be new; clear, consistent communication is critical
	  ○ Prioritize relationships and well-being over assignment and behavioral compliance
	  ○ Support students and staff in feeling supported, connected, and hopeful
		Principals

● Importance of SEL to student success	● Share with staff, students, and families the district's emphasis on SEL	● Superintendent, Principals, CST Supervisor
● Staffing for SEL needs	● Identify staff who could lead this emphasis; establish training opportunities	● Superintendent, Principals, CST Supervisor
● Deliberate Opportunities to Connect	● Establish opportunities for staff, then students and families to connect, share SEL strategies that worked	● Principals, CST
● Professional Development	● Tangible ways to integrate SEL into instruction; reinforce trauma-informed practices training, protocol for identifying students who may be experiencing additional challenges	● CST Supervisor, Curriculum Directors
● Establish system of check-ins with students and families	● Establish expectations, procedures for staff check-ins with families and students	
● Prepare/Review agreements with mental health service providers	● Review process with Jefferson and after-school counseling services	● Superintendent, Principals ● Counseling Coordinator
Trauma-Informed SEL- School Year		
● Create opportunities for staff and students to reflect on SEL competencies	● Build specific time into schedule to encourage reflection on SEL competencies	● All, Counseling Coordinator
● Careful Conversations around impacts of COVID-19	● Conversations in safe space, topics include: Grief, loss, mental health supports, bias, prejudice, stigma, hope, resilience, fear, and anxiety	● All, Counseling Coordinator
● Training	● Training staff members on CASEL/NJ SEL Competencies and how to use them is critical	● All, Counseling Coordinator

School Culture and Climate ● Positive School Culture	● Prioritize health and emotional well-being; assess school culture to identify vulnerabilities, implement research-based strategies, spend time on relationship-building	● Principals
Utilizing the Strengths of Staff ● School Leaders ● Student Support Staff ● Teachers	● Reinforce importance of SEL among staff; evaluate staff capacity and means to support; provide opportunities for staff/families to connect, ensure every student has one caring staff member; prioritize SEL PD; ● Provide resources and strategies to leaders and teachers; connect w/families to provide support; provide PD to staff; support school leaders in establishing protocols for identifying and supporting students' SEL needs ● Embed SEL skills into lessons, provide opportunities for students to connect, monitor student behavior and performance; continually promote development of students' SEl competencies; facilitate difficult conversations w/students; apply school protocol for identifying students who require add'l support.	● School Leaders ● Counselors, CST ● Teachers
Multi-tiered System of Supports (MTSS)		
● Universal Screening ● Collaborative Problem-Solving Teams ● Family Engagement	● Screening tools in ELA and Math, use data to inform instruction (iReady for Elementary Students) ● Guide the use of data to inform instruction and intervention decisions ● Include families and students in the decision-making processes regarding interventions and supports; consider family ability to provide supports	● Curriculum and Principals ● Curriculum, principals, Interdisciplinary Teams ● Principals

● Data-based Decision Making	● Use data to measure student strengths, areas of need, and effectiveness of interventions	● Principals, Interventionists

Wraparound Supports

● Mental Health Supports	● T1 - Prevention and Universal Supports including providing access to mental health resources, utilizing trauma-sensitive approaches, SEL programming, check-ins. Consider universal screener; T2 - using existing staff to provide more intensive support, provide information re: community providers; T3 - Individualized and intensive support through school staff or provider, connect w community providers	● All, CST Supervisor, Counseling Coordinator
● Primary Health and Dental Care	● Maintain lists of resources for families and coordinate referrals to government agencies; include info on NJ Family Care, NJSNAP, NJHelps, health clinics and dental clinics; nurses coordinate services; adjust screening processes to identify unaddressed needs during COVID-19 pandemic; establish virtual school health office.	● Nursing Supervisors, Nurses
● Family Engagement	● Connect families to wraparound services mentioned above, involve families in reopening plans from start, including: ○ Administering family survey ○ Including parents on planning teams ○ Communicating plans in multiple languages through multiple platforms ○ Include community organizations and state agencies (DCP&P) ○ Solicit feedback on plan from families	● Superintendent, Principals
● Academic Enrichment/Expanded After-School Learning	● Provide opportunities for after school support or enrichment (usa Title money where possible)	● ESEA Coordinator, Curriculum

Food Service and Distribution

<u>Honor our moral imperative to feed students</u>	● Design method to feed students on alternating schedules; awaiting guidance from Dept of Ag	● Business Admin

Quality Child Care		
<u>More families may need childcare</u>	● Involve contracted childcare providers in planning meetings, communicate staggered schedules to all child care providers in area, transportation to providers (even by foot)	● Business Admin, Principals

Leadership and Planning

Requirements to Re-Open		
Critical Area	*Action*	*Person(s) Responsible*
<u>What We Know</u> ● Public Health Trends Support School Re-Opening ● Schools Must Reopen for In-Person Instruction Start of School Year ● Many Schools Will Operate on Reduced Capacity ● Districts Need to Prepare to Pivot to Remote Instruction	● Develop comprehensive plans to reopen ● Be prepared for September ● Develop hybrid schedule ● Continue to strengthen remote learning strategies	● Steering Workgroup ● Instruction Workgroup ● Remote Learning Team
<u>Operational Requirements</u> ● Prepare Buildings and Grounds ● Form Pandemic Response team at in District ● Clear Communications Protocols	● Cleaning and disinfection standards, revised access and circulation patterns, and signage ● Form PRT in district to develop plans for reopening ● Determine protocol for information sharing school v district ● Need clear protocol from County Health Dept on when	● Director B&G, Principals ● Reopening Workgroup Leads ● Superintendent, Principals ● Superintendent, Nurses

• Adopt Contingency Plans in Event Schools Must Close • Collect Feedback from Stakeholders • Key Considerations re: Policy and Practice Changes	we go remote • Includes parents in planning, seek feedback from wider group, use multiple messaging platforms, and multiple languages • Will change encourage distancing, discourage cohort mixing, improve hygiene practices; how will change impact mental health?	• Superintendent, Principals

School-Level Pandemic Response Teams		
Establish School-Level Pandemic Response Teams (PRT) • Identify PRT in Each School • Identify Responsibilities of PRT	• Purpose of team to implement COVID-19 related decision-making, including administrators, teachers, CST member, nurse, custodian, parents • Oversee implementation of district plan, adjusting school health protocols as needed, providing training to staff, reviewing/reporting school-level COVID-19 data, develop procedures to foster supportive school climates, communicating school-based decisions, creating avenues of communication to and from school community	• Principals • Principals

Scheduling		
What Counts? • School Year, School Day • Recommendations	• School day shall consist of not less than four hours which may include synchronous and asynchronous instruction. Requirement for 180-day school year is met. "Hours of instructional time" is defined as a student engaged in standards-based learning under the guidance of a teacher. • Lead with health, safety, and wellness as top priority; maintain continuity of learning, facilitate equity and ease of access to communications and resources, flexibility that accommodates the needs of	• Superintendent • Superintendent, Principals

● Hybrid Guidelines	● Students meeting required instructional hours can include remote students completing independent work while students in class receive instruction. Scheduling should support a combination of synchronous and asynchronous instruction
	  ○ PK-5 - more "synchronous" structure and established pace; provide detailed guidance for parents that includes flexibility for meeting time requirements
	  ○ 6-8 - Gradually phase-in asynchronous learning
	  ○ 9-12 - Both synchronous and asynchronous instruction that allows for flexibility and choice	

Implementation Strategies ● Communication ● Attendance ● Access to Technology ● Professional Development ● Feedback Loops ● Contingency Planning ● School Personnel ● Access to Supports ● Class Schedules ● Accomodations	● Clear and consistent; single point of information updated regularly. Consistency in messaging. ● Creative and flexible solutions to take attendance. Synchronous morning meetings so not work for all families. ● Provide device to every student; survey parents re: access at home, order hotspots ● Provide accelerated PD re: online learning tailored to technology used by district ● Remain flexible, pivot when necessary, abandon what's not working ● Special consideration to medically fragile students and staff, P-2 students, special needs students ● Establish contingencies to address staff shortages, support virtual and in-person populations long term ● Establish roles for counselors, nurses, CST ● Create developmentally-appropriate schedules that include hybrid models. ● Use technology to address a variety of learning and health needs ● Use as learning hub, consider k-12 implementation of	● Superintendent, Principals ● Superintendent, Principals ● Principals, IT ● Remote Learning Teachers ● All ● Superintendent, CST Supervisor ● Principals ● Supervisors ● Superintendent, Dir Curriculum ● CST Supervisor

	like system	• Superintendent, Curriculum

Staffing		
<u>Guidance</u> • Mentoring • Educator Evaluation • Certification	• https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml • https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml • EdTPA https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml Certification https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml	
<u>Instructional Staff</u> • School Operations • Instructional Contributions • Wellness • Feedback and Assessment • Materials	• Reinforce social distancing, support safety logistics, be present in common areas • Become familiar with online platforms, plan standards-based lessons and establish predictable routines, include digital citizenship • Develop system for monitoring student wellness • Provide regular feedback, assess progress early • Develop instructional care-packages for students	• Teachers • Teachers • Principals, Teachers • Teachers • Teachers
<u>Administrators</u> • School Operations • Instructional Contributions	• Reinforce social distancing, support safety logistics, be present in common areas • Support staff to continuously improve in virtual environment, working with staff directly to ensure teaching and learning, assessment, and all services are planned and implemented, provide examples of high quality instruction for teachers to model	• Principals • Principals and Supervisors

• Wellness • Staff w/ Health Concerns • Evaluation • Scheduling	• Develop a system for assessing student and family needs regularly, provide supports where possible • Consider roles and coverage for these staff members • Set clear expectations for teachers, evaluation will likely be required • Create a student scheduling scenario that works for school and family schedules	• Principals • Principals and Supervisors • Principals, Supervisors • Principals
Educational Services Staff • School Operations • Support Teaching • Wellness	• Reinforce social distancing, support safety logistics, be present in common areas • Lead small group instruction or provide the synchronous component of remote learning, work with teachers to improve remote learning • Assist teachers and admins in checking in and providing updates to families, support embedded SEL lessons, train teachers in SEL	• Counselors, CST, Coaches • Counselors, CST, Coaches • Counselors, CST, Coaches
Support Staff • School Operations • Instructional Contributions • Wellness	• Reinforce social distancing, support safety logistics, be present in common areas • Lead small groups • Assist with check-ins with families to determine needs	• Support Staff • Support Staff • Support Staff
Educator Roles Related to School Technology Needs		
Preparation • Support • Access • Devices	• Designate staff to provide tech support to teachers, students, families • Survey staff and families re: access • Provide 1:1 devices	• IT Dept • Principals • IT Dept

● Setup	● Ensure staff and families have access to all login information, etc.	● Teachers, IT Dept
● Training	● Ensure training is available for online platforms, best practices, and digital literacy expectations	● Superintendent, Remote Learning Group
● Teaching Assistants	● Determine access need, survey	● Principals

Policy and Funding

School Funding

Critical Area	Action	Person(s) Responsible
ESSE Relief Fund (CARES) ● Allocation and Uses ● Rules	● Use on educational technology, supplies for cleaning and disinfecting, supplemental instructional programs ● View as one-time, nonrecurring; supplement not supplant does not apply	● Superintendent and Bus Administrator ● Superintendent and Bus Administrator
Federal Emergency Management Agency (FEMA) ● Eligibility ● Uses	● FEMA will reimburse up to 75% of eligible expenses that are the direct result of declared emergency. ● PPE and disinfecting common areas, payer of last resort	● Bus Administrator
State School Aid ● Accounting	● Districts will revise budgets to reflect	● Bus Administrator

	state aid amounts	
Purchasing ● Procedures	● State contract or cooperatives	● Bus Administrator

Reserve Accounts, Transfers, Cash Flow
   ● Unexpected Needs
   ● Emergency Accounts
 	
   ● Transfers
   ● Cash Flow
	● Use over budgeted accounts
	● Use of money requires Commissioner's approval
	● 10% applies
	● DCA is allowed to extend date municipality s required to transfer tax revenue; watch cash flow closely
		● Bus Administrator
		● Bus Administrator
		
		● Bus Administrator
		● Bus Administrator

Costs and Contracting
   ● E-rate program
 	
   ● Cooperative Contracts, Purchasing Information, and resources for Districts and Families
	● Discounts for technology purchases and services
	● All included as resources
		● Business Admin and IT
		
		● Business Admin and IT

Continuity of Learning

Student Growth, Special Populations

Critical Area	*Action*	*Person(s) Responsible*

Student Growth 2019-2020
   ● Assumptions Student Growth
 	
   ● Prioritizing Students Who Need In-
	● How do we determine where students are academically?
	● How do we prioritize equity; additional
		● Principals Collaboratively
		
		● Principals Collaboratively

Person instruction Most	in-person instruction for SWD, ELL, homeless, low-income	

Delivery of Special Education and Related Services		
Students with Special Needs ● Medically Fragile Students ● Growth Students with Disabilities ● Evaluation Processes ● Postsecondary Plans ● Communication	● How do we bring them back safely? ● Review academic data and other IEP goals; what services are required to address regression? ● Address overdue/incomplete evaluations ● Have plans been adversely affected? ● Clearly communicate procedures for evaluation to families	● CST, Dir B&G ● CST Supervisor ● CST Supervisor ● CST Supervisor ● CST Supervisor

Technology, Connectivity, Participation, and Platforms		
Technology and Connectivity ● Devices ● Connectivity ● Setup/Training	● Secure device for every student P-12 ● Survey every household; investigate best option and order necessary connectivity devices ● What setup/training do families need?	● Business Admin; IT ● Principals, Business Admin, IT ● Principals, IT
Technology Considerations ● Tracking Participation Rates ● Attendance ● Platforms ● Technical Assistance	● Method for tracking participation rates in remote learning? ● Use online participation and assignment completion ● Do we want a uniform platform or grade-band specific platform? ● Use the same technical assistance procedures deployed in the spring; start	● IT ● Principals, Supervisors, Teachers ● Curriculum, Principals, IT ● IT

	early (summer) identifying defective devices	

Curriculum, Instruction, and Assessment		
Delivering High-Quality Instruction in Hybrid Environment ● Staff Training / Refinement ● Equitable Access ● Engagement ● Assessment ● Relationships ● Consistency	● Focus training on remote essentials as well as planning for hybrid model ● Ensure every student has device, access, and means of tracking use and personal follow-up ● Identify and publish promising practices to maximize engagement and effectiveness ● Identify successful means of assessing student progress ● Dedicate time to build relationships ● Ensure consistency across grades/ content areas through collaboration	● Curriculum leads, Remote Learning leads ● IT ● Curriculum leads, Remote Learning leads ● Curriculum leads, Remote Learning leads ● Teachers, SEL leads ● Curriculum leads, Teachers

Virtual and Hybrid - Curriculum
● Loss of Learning and Learning Gaps
 	
● Accelerated Learning
	● Need to impress upon staff that there will be gaps in learning from previous year; determine what unfinished learning needs to be addressed
	● Providing students with grade level materials along with appropriate supports to fill in gaps
	  ○ Prioritize most critical prerequisite skills
	  ○ Train teachers to evaluate students unfinished learning
	  ○ Diagnose unfinished learning
	  ○ Adapt curriculum to include areas where teachers may need to
		● Curriculum leads, Principals, Supervisors
		
		● Curriculum leads, Principals, Supervisors

● Prioritize Learning Goals	support gaps in skills ○ Monitor progress on grade-level content and adjust support with both current and prerequisite skills ● Identify priority standards to help identify priority learning goals (use Instructional Units); teachers will not cover everything; assignments should be consistent with targeted standards (no fluff)	● Curriculum leads, Principals, Supervisors
● Communication	● Clear, consistent communication about expectations for addressing unfinished learning while teaching on grade standards	● Curriculum leads, Principals, Supervisors
● Consistency	● Ensure fidelity across grade levels and content areas	● Curriculum leads, Principals, Supervisors
Virtual and Hybrid - Instruction ● Shared understanding	● Develop a shared understanding about expectations and "what works" with remote and hybrid learning, recognize that "what works" may be different across different grade spans.	● Remote Learning Leads
● Types of Learning	● Synchronous, asynchronous, small group differentiated, feedback, etc. Is livestream possible?	● Remote Learning Leads, Teachers, IT
● Goal	● Students taking agency for their own learning	● Remote Learning Leads, Teachers
● Clarity	● Clarity is critical re: expectations, how students will demonstrate learning, resources (students not in class to ask questions)	● Remote Learning Leads, Teachers (use notes from remote learning groups)
● Creativity	● Use literacy block to tackle social studies, science, SEL issues, as well as	● Curriculum, Principals, Supervisors

	literacy skills	
Virtual and Hybrid - Assessment ● Types of Assessments ● Assessment Strategy ● Professional Development ● Importance	● Pre-assessment, formative, interim, summative assessments ● Develop a grade-span assessment strategy aimed at identifying gaps while moving students forward with grade level standards ● Allocate time for assessment PD ● This is an area where we struggled in the spring; it is important that appropriate and meaningful assessments are incorporated	● Principals, Supervisors ● Principals, Supervisors, Teachers ● Principals, Supervisors, Remote Learning Leads ● Principals, Supervisors, Remote Learning Leads, Teachers
Professional Learning ● Remote/Hybrid Learning ● Learning Loss/Gaps ● Planning Time ● Technology ● Ongoing Professional Learning ● Professional Development Plans ● Mentoring	● Use Remote Learning Leaders work to help identify best practices ● Determine strategy and overall PD for identifying gaps in learning, addressing them "just-in-time," and teaching grade level curriculum ● Planning and collaboration time will be more essential than ever. Must prioritize this to maximize learning ● Identify consistent technology tools and systems and provide PD via video tutorial, can include video tutorials for families ● Develop professional learning opportunities based on needs, including how to reach SWD ● Requires, but living and flexible (make generic) ● Required for new staff; consistent, but	● Principals, Supervisors, Coaches, Remote Learning Leaders ● Principals, Supervisors, Coaches ● Superintendent, Principals, Supervisors ● Principals, Supervisors, Coaches, Remote Learning Leaders ● Principals, Supervisors, Coaches, Remote Learning Leaders ● Principals and Supervisors ● Curriculum, Supervisors, Induction Leads

● Evaluation ● ScIP ● Provisional Teachers, Nontenured Teachers, Corrective Action Plans	remote is fine ● Will likely be required; modify to fit hybrid model, use DEAC for feedback ● What role to support? ● Pay attention to updated guidance, be prepared to follow current regs	● Curriculum, Supervisors, Induction Leads ● Principals ● Chief Academic Officer