

# **Keyport School District Reopening Plan**



**Learners Today....Leaders Tomorrow  
BOE Approval 8-5-20**

**Revised 9/15/20**

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## Preface

The COVID-19 pandemic impacted every aspect of our lives. On Friday, June 26, 2020 Governor Murphy announced that New Jersey schools will open for in-person instruction. On the same day, the New Jersey Department of Education released [guidance](#) for districts to utilize as we plan to reopen schools in September. This guidance noted the uniqueness of each district and that a hybrid learning environment was possible. On July 25, 2020 the NJDOE released clarifying expectations regarding a [full time remote](#) learning option.

All districts including Keyport Public Schools were expected to create a reopening plan and to share this plan with staff, students, and families at least 4 weeks before the start of the school year to allow families to plan for work and childcare arrangements.

Our plan will be reviewed every 30 days at a minimum. Any major COVID related news or guidance from the Department of Education, Department of Health, as well as the Governor, could result in revisions to the plan. An example of such is a configuration of a fully virtual model for the entire district or the return to transition in person instruction. The Plan presents guidance related to four key subject areas:

1. Conditions for Learning
2. Leadership and Planning
3. Policy and Funding
4. Continuity of Learning

**\*\*9/9/2020 Update: Keyport High School will operate fully virtual for the week of 9/14/20. This is as a result of referendum construction projects. On September 29th our hybrid students will return to the building.**

**\*\*11/18/21 Update: [The State of the District](#) presentation reflects phases and timelines.**

**\*\*[1/20/21](#) Update: 1/25/21 will begin the five early dismissal week for all students.**

**\*\*[4/23/21](#) Update: 5/3/21 will begin a return to full day for all KHS students.**

**\*\*[4/23/21](#) Update: 5/10/21 will begin a return to full day for all Central School students.**

## **Section 1: 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.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

## Health and Safety

### Standards for Establishing Safe and Healthy Conditions for Learning

#### 1. General Health & Safety Guidelines

- a. In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
  1. Keyport Public School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community including: the Monmouth County Health Department, Monmouth County Superintendents.
  2. The KPSD school officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
  3. Where applicable, the Keyport Public School District will utilize [The CDC: Interim Guidance for Administrators of US K-12 Schools and Child Care Programs](#)
  4. The Keyport Board of Education promotes 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 face coverings; and signs and messages in and around school buildings.
  5. Reasonable accommodations will be provided 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:
    - a. Chronic lung disease or asthma (moderate to severe);
    - b. Serious heart conditions;
    - c. Immunocompromised;
    - d. Severe obesity (body mass index, or BMI, of 40 or higher);
    - e. Diabetes;
    - f. Chronic kidney disease undergoing dialysis;
    - g. Liver disease;
    - h. Medically fragile students with Individualized Education Programs (IEPs);
    - i. Students with complex disabilities with IEPs; or
    - j. Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

## **2. Classrooms, Testing, and Therapy Rooms**

- a. As per Governor Murphy's announcement on August 2nd, 2020 all students will be required to wear face coverings at all times while inside a school building, regardless of social distancing, unless doing so would inhibit the individual's health.
- b. The Keyport Public School 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. Additional PPE dividers will be installed in PreK to 1st grade classrooms in which social distancing is not possible.
- c. Face coverings are always required for visitors (allowed in the vestibule only in each school) and staff unless it will inhibit the individual's health.
  1. Special considerations will be made when enforcing the use of face coverings for young children or individuals with disabilities.
  2. No delivery employees (mail and other deliveries) will enter the school buildings. All deliveries will be received in each school vestibule to be met by a custodian and distributed.
- d. All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- e. When possible, students should be provided with their own learning materials to avoid sharing. If not possible, all materials should be cleaned and disinfected between uses. All soft items (such as stuffed animals and dress up clothes in primary centers) should be removed from the learning area until further notice.
- f. All indoor facilities have adequate ventilation, including operational heating and ventilation systems where appropriate. Any occupied space will meet outdoor air requirements. A/C units will be maintained and changed according to manufacturer recommendations.
- g. Hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) will be prepared and maintained Stations are:
  1. In each classroom (for staff and older children who can safely use hand sanitizer).
  2. At entrances and exits of buildings.
  3. Near lunchrooms and toilets.
  4. Children ages five and younger should be supervised when using hand sanitizer.
  5. Classrooms that have existing handwashing stations, stations are prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

- h. Students will be required to wash hands for at least twenty seconds at regular intervals during the school day and always before and after eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
  - 1. If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) will be used.

### **3. Transportation**

- a. The district is primarily a walking district, however, some students are transported by outside contractors (Union Beach) to and from school. The district will remain in contact with contracted providers to ensure proper social distancing—protocols are being followed and that face coverings are being worn for students using bussing services for school related activities inclusive of but not limited to out-of-district placement, athletic events, vocational school, and sending/receiving students from Union Beach. The district will communicate our calendar and schedules with contracted providers.
- b. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- c. Every school bus, either district-owned or contracted, will be cleaned and disinfected before and after each bus route.

### **4. Student Flow, Entry, Exit, & Common Areas**

- a. Entry points will be specific for each building. When approaching the school grounds, all staff and students must wear face coverings. Social distancing signage and markers (6 feet apart) will be on sidewalks and entry lines to the building. At the entry points students will go through a screening process.
- b. Students will be expected to wear face coverings at all times while inside a school building. Hallways will be one-way if feasible. Where the concept is not permitted, it will be marked by lanes. The Signs will read “Stay to the right of your designated lane.” By staying to the right side it will reduce close contact, while social distancing and keeping 6 foot distance as much as possible. Physical guides such as paint or tape will be installed on floors to create one way route. Entrances, exits, and sidewalks for the facilities will also have guides for one- way routes. When and where feasible, students shall stay in the classroom and teachers will rotate. Lockers will be eliminated altogether.
- c. Common areas such as the cafeteria, libraries, locker rooms, will potentially be closed. If common areas meet guidelines for opening, they will be at limited capacity and adhere to social distancing guidelines. Visual cues, signage, and barriers will be placed throughout the building, to direct traffic flow and

demonstrate social distancing. Discontinuation of activities that bring together large groups of people or activities that do not allow for social distancing, including assemblies, in-person field trips, large group use of equipment simultaneously, etc.

1. Indefinitely, common areas of buildings and grounds that are normally used by outside community based groups will be closed for use, until further notice. Only limited to school programs.
- d. Staff and students will have assigned entry and exit routes. This will be decided by scheduling, grades, classrooms etc.
- e. Student Daily Entrance to School:
  1. At Keyport Central School :
    - a. Students must be wearing face coverings upon arrival and will line up in locations all leading to the Main Entrance of KCS and Division St. Entrance. There will be markings 6 feet apart for students to abide by. The various lines will report to the responsible person at the entrance to be screened for entrance. After temperature is taken, the students (still wearing face coverings) will enter one at a time into the building and report immediately to their First Period classroom.
  2. At Keyport High School:
    - a. Students must be wearing face coverings upon arrival and will line up in 3 locations all leading to the Main Entrance of KHS. There will be markings 6 feet apart for students to abide by. The 3 lines will report to the responsible person at the entrance to be screened for entrance. After temperature is taken, the students (still wearing face coverings) will enter one at a time into the building and report immediately to their First Period classroom.
- f. Staff Daily Entrance to School:
  1. At Keyport Central School : Staff will enter the school building via entrances nearest to their classroom/office (not prior to 7:00am). Staff will have their face coverings on prior to entering the building.
  2. At Keyport High School: Staff will enter the school building via the Staff Parking Lot Entrance (not prior to 6:30AM). Staff will have their face coverings on while exiting their cars.

## **5. Screening, PPE, and Response to Students and Staff Presenting Symptoms**

The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:



a. Staff Daily Health Screening Procedures

- Step 1: Staff will be required to sign a form in the Genesis Employee Portal indicating their intent to check their symptoms daily before the start of the school year. The document will indicate COVID-19 signs and symptoms as well as CDC State travel restriction states.
- Step 2: Staff members will be required to check their symptoms daily. They will be required to utilize the COVID-19 Daily Symptom Checker or the document provided at the beginning of the school year. In addition to their own symptoms, staff members must also take into account if they were in close contact with individuals who are presenting with symptoms. Along with symptoms, staff members that have traveled to, or have been in close contact with someone who has traveled to a CDC travel restriction state, they must also stay home. Please find the most updated list of included states [here](#). *\*Close contact is defined as being closer than 6 ft to an individual for more than 10 minutes.\**
- Step 3: If a staff member presents with any of the identified symptoms, was in close contact with anyone presenting with identified symptoms, or traveled to or were in close contact with an individual that has traveled to a CDC travel restriction state will be required to stay home and report their absence to their building principal.

b. Student Daily Health Screening Procedures

- Step 1: At the start of the school year Parents and Guardians will be required to sign a form on the Genesis Parent Portal indicating their intent to check their child's symptoms daily prior to arriving at school. The document will indicate COVID-19 signs and symptoms as well as CDC State travel restriction states.
- Step 2: Each morning, parents/guardians will be required to check their child's symptoms daily. They will be required to utilize the COVID-19 Daily Symptom Checker. In addition to their child's symptoms, parents/guardians must also take into account if their child was in close contact with individuals who are presenting with symptoms. Close contact is defined as being within 6 ft of a symptomatic individual for at least 10 minutes. Along with symptoms, parents/guardians must also take into account if their child, or anyone with whom they were in close contact traveled to CDC travel restriction states.
- Step 3: If their child presents with any of the identified symptoms, was in close contact with anyone presenting with identified symptoms, or traveled to or were in close contact with an individual that has traveled to a CDC travel restriction state, the parent/guardian will be required to keep their child home and report their absence to the main office.

- Step 4: Upon arrival to school each day, each student will be required to undergo a temperature screening. If a student presents with a fever equal to or above 100.4 they will be required to go home. If they are not able to go immediately home, they will be escorted to the designated isolation room.
- c. Considerations for Daily Health Screenings
1. Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  2. Results will be documented when signs/symptoms of COVID-19 are observed.
  3. All screenings/protocols will take into account students and staff with disabilities. The screening process will include the necessary accommodations for any staff/student.
- d. The district will enact the following procedures for symptomatic staff and students
1. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. When students and staff are presenting with symptoms consistent with COVID-19 they will relocate to the designated isolation rooms at Keyport Central and Keyport High School. These rooms will be supervised by a designated staff member. Students School officials will follow current Communicable Disease Service guidance for illness reporting.
  2. If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, The Keyport Public School District will immediately notify the Monmouth County Department of health. The Monmouth County Department of Health will then advise the school district on the next appropriate steps.
  3. In the event the district becomes aware that a student or staff member tests positive for COVID 19, the following procedures will be enacted:
    - a. The school nurse will contact the Monmouth County Department of Health to report a confirmed positive COVID-19 case within the school community.
    - b. The Monmouth County Department of Health will enact their contact tracing response.
    - c. The Keyport Public Schools administrative team along with other stakeholders (i.e. school nurse, school counselors, teachers, etc) will aid the Monmouth County Department of Health in contact tracing. The administrative team will provide pertinent information to the Monmouth County Department of Health to

determine individuals that were in close contact with the person that tested positive for COVID-19.

- d. All student and staff communication related to isolation and/or quarantine will be done in conjunction with the Monmouth County Department of Health on a case by case basis.
  - e. All community communication regarding the positive COVID-19 case will be done in conjunction with the Monmouth County Department of Health on a case by case basis.
  - f. Following current Communicable Disease Service guidance for illness reporting.
  - g. An adequate amount of PPE shall be available, accessible, and provided for use.
  - h. Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  - i. Continuous monitoring of symptoms.
  - j. In order for staff and students to return to school/work, they must provide written medical clearance from a physician. This guidance is consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's.
- e. Personal Protective Equipment
1. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
  2. Students are required to wear face coverings at all times while inside the school building, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
  3. Accommodation for students who are unable to wear a face covering will be addressed according to that student's need and in accordance with all applicable laws and regulations.
  4. Exceptions to requirements for face coverings shall be as follows:
    - a. Doing so would inhibit the individual's health. Medical documentation will be required.
    - b. The individual is in extreme heat outdoors.
    - c. The individual is in water.
    - d. A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
    - e. The student is under the age of two and could risk suffocation.

5. If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility will be denied.

## **6. Contact Tracing**

### a. Contact Tracing Definition

1. Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

### b. Persons Responsible for Contact Tracing

1. Local Health Departments are the primary agencies responsible for conducting contact tracing when an individual is confirmed to have COVID19 or any other communicable disease that can spread person to person. When the school district becomes aware of a confirmed positive case of COVID-19, the school nurse will be responsible for contacting the department of health to enact contact tracing protocols. In addition to the school nurse, the school administration will be utilized to provide detailed information for the department of health to aid in contact tracing and determining individuals that may have been in close contact with the positive case.

### c. Close contact definition

1. Close contact is defined as within 6 feet of the confirmed case for 10 minutes or more.

### d. The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

## **7. Facilities Cleaning Practices**

- a. School officials will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

- b. All employees will be wearing face coverings, gloves (as needed), and following social distancing guidelines.
- c. The Board's Plan and Policy have established cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
  1. Daily clearing and wipe down of all touch surfaces using only supplied materials and equipment
  2. Spray disinfectant on all touch surfaces and wipe down.
  3. Wash and dry hands thoroughly and frequently.
  4. Empty trash receptacles, replace can liners frequently.
  5. Deep clean and disinfect all touch surfaces.
  6. Spray all areas using electrostatic backpack sprayers
  7. Sanitize bathrooms daily, or between use as much as possible
- d. A schedule for increased routine cleaning and disinfection will be implemented in high-touch areas, and all other cleaning schedules will be maintained.
- e. All appropriate staff will be trained on new cleaning processes for proper implementation.
- f. Staff are required to clean and disinfect surfaces and objects that are frequently touched daily. This may include cleaning objects/surfaces not ordinarily cleaned daily. Examples of frequently touched areas in schools are:
  - Classroom desks and chairs
  - Lunchroom tables and chairs (if used)
  - Door handles and push plates
  - Handrails
  - Kitchens and bathrooms
  - Light switches
  - Handles on equipment (e.g. athletic equipment)
  - Buttons on vending machines and elevators
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
  - Drinking fountains
  - School bus seats and windows
  - Playground (if it is open)
  - Copy Machines
- g. District employees will use all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
- h. School staff will adhere to the following cleaning procedures:

1. Wipe down frequent touch surfaces after each class with the district provided disinfectant.
  2. Keep all desks and table surfaces clear at the end of the day in preparation for deeper cleaning.
  3. Dispose of all trash in appropriate receptacles.
  4. Report any spills or release of fluids to custodians immediately.
  5. Adhere to a strict hand washing protocol.
- i. Students will adhere to the following cleaning procedures:
    1. Keep personal space clean and free of trash.
    2. Clear all desk and table surfaces at the end of each class.
    3. Wash and dry hands thoroughly and frequently (the use of hand sanitizer can be used if water is not available and used under adult supervision)
      - a. After a student coughs or sneezes, a hand washing protocol will be initiated.
    4. Report any spills or release of fluids to staff.
  - j. Signs will be placed throughout the building, near sinks to remind students and staff to frequently wash their hands. Hand washing should be promoted before and after touching shared equipment. As usual daily cleaning standards will be in effect on surfaces that are not high touch areas, such as bookcases, cabinets, wall boards, floors and carpets.

## **8. Meals**

- a. The district will have a pickup for 5 days breakfast and 5 days lunch on Monday evenings from 4pm to 7pm.
- b. Distribution will take place at Keyport Central School.
- c. Parents/Students will need to give the student's names they are picking up for. and accurate records must be kept by our staff.
- d. Maschio's will provide the staff on Monday mornings to work in the KCS kitchen and assemble the meals.
- e. The district will have staff available on Monday evenings to distribute the meals and account for who they are for.
- f. The district will survey the parents and students in August to see who plans on taking advantage of this service.

## **9. Recess/Physical Education**

- a. Physical Education
  1. Keyport High School
    - a. During physical education class social distancing guidelines will be met. Students will be spaced 6 ft apart and the use of

equipment will follow the guidelines set forth by state and local stakeholders.

- b. Students will be encouraged to come to school dressed appropriately to participate in physical education class as the locker rooms will be closed.

- 2. Keyport Central School

- a. Students will be spaced 6ft apart during physical education classes. Use of equipment will follow guidelines set forth by state and local officials. Students will be encouraged to wear appropriate attire on scheduled physical education days.

- b. Recess

- 1. Keyport Central School

- a. Classes will have designated outdoor spaces to use so that classes are kept separate. Outdoor spaces include blacktop, field and basketball court. Students will be required to stay with their classmates while wearing face coverings.
- b. If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
- c. The use of cones, flags, tape, or other signs to create boundaries between groups.
- d. Students are required to wash hands immediately after outdoor playtime.
- e. Recess activities will be provided remotely for students to complete at home after lunch.

## **10. Extracurricular Activities and Use of Facilities Outside of School Hours**

- a. For the month of September there will be no extracurricular activities and outside facilities use.

## Academic, Social and Behavioral Supports

Ensuring staff and students' physical health and safety is only the first step to optimizing conditions for learning. The remainder of this section describes academic, social, behavioral supports that Keyport Public Schools will embed in their reopening plan to unlock educator capacity to teach and student capacity to learn, including:

- Multi-tiered Systems of Support
- Universal screening
- Collaborative problem-solving teams
- Family engagement
- Data-based decision-making
- Wraparound supports
- Mental health supports
- Primary health and dental care
- Family engagement
- Academic enrichment/expanded after-school learning
- Mentoring
- Food service and distribution
- Quality child care



# **Social Emotional Learning (SEL) and School Culture and Climate**

## **1. Trauma-Informed Social and Emotional Learning for Staff and Students**

- a. At the start of the 2020-2021 School Year, staff and students will be returning to a familiar environment in an unfamiliar way. The full impact of the COVID-19 pandemic, collateral consequences from isolation, economic hardship, and racial/social justice strife have not been fully realized. New procedures and routines will be stressful for both staff, and students alike. The goal of the Keyport Public School District will be to provide students and staff with opportunities to reconnect as a school community, prioritize relationship building, and create a culture of healing and self care.

## **2. Student Well-Being**

- a. The Keyport Public School District is committed to providing students opportunities to get safely reacquainted with their “new-normal,” upon their return back to school. It will be a priority for all stakeholders to engage students in community building, healing, and social and emotional wellness. To do this the Keyport Public Schools will approach the social emotional wellness of their students utilizing a tiered approach. As a guide, the CASEL Road Back document will be utilized to ensure that we address the SEL competencies of: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision Making. These are the same competencies that staff will be charged to support in their students upon the return back to school.
  1. Tier 1- Large group- Staff will be provided with resources to engage students at the class wide level in social emotional learning. This can take the form including but not limited to: classroom lessons, mindfulness and meditation, written reflection, and Responsive Classroom daily morning meetings. It is important for students to have space to reflect on their experiences during the COVID-19 pandemic when they return back to school.
  2. Tier 2- Small group--the guidance department along with the student assistant counselors and other school wide mental health professionals will support small groups of students that want further reflection on their experiences. Tier 2 activities include but are not limited to: regularly scheduled counselor forums (virtual and in-person), and Mindfulness/meditation activities.
  3. Tier 3- Individual- the guidance department will engage students most in need of support upon our return to school. The department will leverage referrals from staff, administration, and parents to ensure that

all students in need will have the opportunity to work with a counselor. If further assistance is needed, these students and families will be referred to NJ Perform Care and/or the YMCA for more in depth counseling.

### **3. Educator Well-Being**

- a. The Keyport Public School District understands that the social and emotional well being of our students is directly correlated to the social and emotional well-being of our staff. As such, the district is committed to providing staff members with space and opportunities to process the changes to their lives and careers since the COVID-19 health crisis closed schools in March of 2020. To that end, the district will provide staff with social and emotional wellness opportunities including but not limited to:

1. **Keyport High School and Keyport Central School Community Building Meetings:**

- a. These meetings will take place at scheduled times in person (or virtually). The community building meetings will be facilitated by the Director of Guidance and other members of the administrative team. The goal of these meetings will be to provide a space for colleagues to reconnect with one another and openly discuss concerns, challenges, triumphs, best practices etc. This forum will be designed to be a healing space where staff and administration can support one another. As a guide, the CASEL Road Back document will be utilized to ensure that we address the SEL competencies of: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision Making. These are the same competencies that staff will be charged to support in their students upon the return back to school.

2. **Mindfulness/Meditation:**

- a. The Keyport Public School District will continue to provide staff opportunities and resources to practice mindfulness and meditation. This will come in the form of scheduled mindfulness events/activities as well as access to the district Mindfulness resources website [Keyport Dot Calm](#).

3. **Professional Development:**

- a. Provide staff with opportunities to learn about self care strategies, SEL, and trauma informed practices in response to the COVID-19 health crisis.

## **Multi-tiered Systems of Support (MTSS)**

### **A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions**

#### **1. Universal Screening**

- a. Students will be assessed at the start of the school year in Mathematics and English Language Arts to identify gaps that may exist. Keyport Public Schools has purchased the Reading and Math diagnostics from Curriculum Associates and they will be administered to students in grades K-8. In grades 9-12, the Math LinkIt Benchmark and StudySync for our English Language Arts classes will be administered.

#### **2. Collaborative Problem-Solving Teams**

- a. Principals and I&RS committee members will work closely with relevant faculty members to collect and analyze data to make informed decisions about instruction and intervention at each support tier.

#### **3. Family Engagement**

- a. Keyport Public Schools will seek to actively include families and students in the decision-making process, teams, and meetings regarding interventions and supports. There will be ongoing consideration of families' capacity to provide in-home support for students and the provision of support or accommodations that may be necessary to facilitate family participation.

#### **4. Data-Based Decision Making**

- a. Data-based decision making involves systematic analysis of data within multiple levels of instruction and interventions to identify students' strengths and areas of need, appropriate interventions and determine the effectiveness of interventions. In each school building, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs will be implemented.

#### **5.**

## **Wraparound Supports**

### **1. Mental Health Supports**

- a. The Keyport Public School District provides the following tiered approach to student mental health.
  1. Tier 1- Whole group SEL and Character education lessons provided to classes in grades Pre K- 8. Classroom lessons will be deployed in various modalities based including: in-person lessons, a synchronous screen casts, and synchronous Google Meet lessons (if virtual).
  2. Tier 2--Small group counseling activities and office hours are available to students in each grade level. The guidance department established virtual office hours for grade levels when instruction was completely virtual. When possible in-person small group activities will be conducted when and where social distancing guidelines permit. This is inclusive to but not limited to: social skills groups, lunch bunch groups, mindfulness and meditation activities.
  3. Tier 3-- Individual counseling is available to all students via the guidance department and the child study team where applicable. Students can self disclose the need for individual counseling or they can be referred by a staff member or parent. An online counselor meeting form is available online for students and families to request a meeting. If a higher level of care is needed for a student, the counseling department will deploy the use of NJ Performcare, PESS/ Mobile Response, and the YMCA.

### **2. Primary Health and Dental Care**

- a. The American Academy of Pediatrics (AAP) has released guidelines for well-child visits and such visits should continue throughout the COVID-19 pandemic. Keyport Public Schools coordinate referrals to government agencies such as the NJ Department of Children and Families and the Department of Human Services as well as local community health care providers and maintain lists of resources for families seeking access to healthcare programs, such as NJ Family Care, NJSNAP, NJHelps, Federally Qualified Health Clinics, and dental clinics.
- b. The Keyport Central School, in conjunction with the Visiting Nurses Association and the United Way will employ the services of Nurse Practitioner, Catherine Donahue. Nurse Donahue will be available to offer staff professional development on COVID-19 best practices in the workplace, HIPAA, temperature screening, and use of PPE. In addition, Catherine will be available up to 11 hours per week at Keyport Central School. Parents can follow the referral process to have their child seen by the Nurse practitioner.

- c. In preparation for the 2020-2021 school year, the District will reinforce and adjust its screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic. Additionally, the District will consider the following:
  1. School physicians will be utilized in addressing the needs of students in both remote and hybrid scenarios.
  2. Engage school nurses in planning to meet the physical health, dental, and mental health needs of students in virtual, hybrid, or in-person school environments.
  3. School physicians will also be utilized in addressing the needs of students in both remote and hybrid scenarios.
  4. Reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic.
  5. Consider a virtual school health office model to address school health needs.

### **3. Family Engagement**

- a. In conducting family engagement, Keyport Public Schools does the following:
- b. Administer surveys to parents in your district in multiple languages based on your district's demographics to assess the needs of families during the reopening phase.
- c. Involve parents/guardians in district- and school- level planning teams. Communicate plans in writing, in multiple languages based on your district's demographics outlining your plans for the upcoming academic year, including your expectations for students and families.
- d. Establish, strengthen, or continue valuable partnerships with municipal recreation departments and adult education programs, local community service organizations, nonprofits, businesses, cultural organizations, religious organizations, and state agencies such as the Department of Children and Families.
- e. Conduct virtual home visits during the pandemic as a way for teachers to learn more about the families of their students, get the parents more involved in their child's education, and bridge cultural gaps that may exist.

### **4. Academic Enrichment/Expanded After-School Learning**

- a. Through the use of ESEA funding, extended school day and school year learning will be offered in the areas of STEAM, ELA, and MATH. These programs will be planned both for face to face learning as well as virtually.

## **Food Service and Distribution**

School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey's approximate 1.4 million students during all phases of school reopening.

The district will distribute Grab & Go meals to students weekly. In addition, a weekly pick up option will be provided for fully virtual students and for parents who choose to not have their child transport weekly meals. All menu items will be packaged and distributed individually. The District will no longer offer self-serve options.

Menu items will be prepared, held, served, and stored accordingly to all federal, state, and local regulations. Food Service will use the Machios Food Safety Manual for all food prepared, held, served, and stored in the cafeteria. All production records and other associated locks will be stored in each cafeteria's office.

11.

## Quality Child Care

Open lines of communication will be kept with local child care centers so that they can create plans to best accommodate the anticipated needs of families.

Miles of Smiles  
732.203.9766  
14 Luppataong Avenue  
Keyport, NJ

Miles of Smiles  
732.264.2161  
900 Union Avenue  
Union Beach, NJ

AM2PM  
732.264.3200  
1000 NJ 36  
Hazlet, NJ

Goddard  
732.335.4400  
560 Holmdel Road  
Hazlet, NJ

Abundant Life  
732.888.7787  
17 3<sup>rd</sup> Street  
Keyport, NJ

Early Years  
732.335.1604  
Union Beach, NJ

A link to all the child care centers listed by town as listed on the NJ State website –  
<https://www.nj.gov/dcf/families/childcare/centers/Monmouth.shtml>

## **Section 2: Leadership & Planning**

This section references requirements, and considerations for Keyport Public Schools regarding district and school-wide logistical and operational issues with which administrators will contend in the planning to reopen schools. Before working to develop plans for fall operations can begin, the appropriate structures for leadership and planning must be in place.



## **Pandemic Response Teams**

### **1. Establishment of a Restart Committee**

- a. Keyport Public Schools created a Restart Committee as a tool of collaboration which was critical to the development of the Board’s Plan.
- b. The Restart Committee included school district and school-level administrators, members of the local Board of Education, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee worked closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams helped to address policies and procedures for the Board’s Plan.
- d. The Restart Committee reflected the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee also created subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

### **2. Establishment of a Pandemic Response Team**

- a. The Keyport High School and Central School Pandemic Response Teams have been established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

a.

<b>Keyport Central School</b>	
Elijah Pereira	Principal
Lisa Savoia	Superintendent of Schools
Kevin Flynn	Vice Principal, KCS
Lynne McGlue	Nurse
Kim Chudzik	Assistant to the Nurse
Grace Gramaglia	Teacher
Erik Mammano	Director of Special Education,

	Child Study Team
Laura Godlesky	Director of Curriculum & Instruction
Lauren Mantino	Student Representative
Laurie Graham	Parent
Meagan Drapkin	Supervisor of Language Arts
Lindsay Thein	Student Assistance Counselor
Amanda Andrews	Dean of Students
Amy Mantino	Teacher
Cassandra Aumack	Student Resource Officer
Christine deSimas	Parent
Joseph Palumbo	Director of Guidance
Kristie Sussino	Supervisor of Mathematics
Sophia Desimas	Student Representative
Tina Perri	Teacher/Union Representative
Dylan Borders	Building and Grounds

b.

<b>Keyport High School</b>	
Michael Waters	Principal
Lisa Savoia	Superintendent of Schools
Ann Panzarelli	Board Member
Cassandra Aumack	Student Resource Officer
Elijah Pereira	KCS Principal
Erik Mammano	Director of Special Education/Child Study Team
James Wesley	Dean of Students
Kristen Corsale	School Counselor
Kelly Applegate	Principal Secretary

Kristie Sussino	Supervisor of Math
Laurie Graham	Parent
Madison Graham	Student Representative
Meagan Drapkin	Supervisor of Language Arts
Laura Godlesky	Director of Curriculum and Instruction
Nicki Francis	Parent
Emily Francis	Student Representative
Joseph Palumbo	Director of Guidance
Kevin Flynn	Vice Principal, KCS
Kelly O'Donnell	Athletic Trainer
Lisa Wallin	Teacher
Stacey Oxley	School Counselor
Valerie Rogers	Teacher/Union Representative
Lynne McGlue	Nurse
Dylan Borders	Building and Grounds

- b. Each PRT worked collaboratively with district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams include a cross section of administrators, teachers, staff, students, board of education members, and parents.
- d. Pandemic Response Teams represented a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

**3. The Pandemic Response Team is responsible for:**

- a. Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- b. Adjusting or amending school health and safety protocols as needed.
- c. Providing staff with needed support and training.
- d. Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

- e. Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- f. Providing necessary communications to the school community and to the school district.
- g. Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

**4. The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols.**

## Scheduling

1. Keyport Central School and Keyport High School will be operating in a Hybrid Learning Environment. Students will split into 2 cohorts (A and B), these cohorts will operate under the following schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Students with last names A-L will report to school for in-person instruction (Early Dismissal)		All students will follow the Remote Learning Schedule for their building.	Students with last names M-Z will report to school for in-person instruction (Early Dismissal)	
Students with last names M-Z will follow the Remote Learning Schedule			Students with last names A-L will follow the Remote Learning Schedule	
Full day for staff		Full virtual day for staff		Full day for staff

<b>Student Bell Schedule by Grade</b>			
	<b>PreK-8</b>	<b>9-12 M/T/Th/F</b>	<b>9-12 Wednesday</b>
Student Arrival	8:25-8:30	7:15-7:55	
Period 1	8:30-9:05	7:55-8:32	7:55-8:47
Period 2	9:05-9:40	8:35-9:12	8:48-9:40
Period 3	9:40-10:15	9:15-9:52	9:41-10:33
Period 4	10:15-10:50	9:55-10:32	10:34-11:26
Lunch			11:26-11:56
Period 5	10:50-11:25	10:35-11:12	11:56-12:48
Period 6	11:25-12:00	11:15-11:52	12:49-1:41
Period 7	12:00-12:35	11:55-12:32	1:42-2:34

- a. Cohorts will, to the best of the district's ability, be split by last name. Please note however, the split may be at different points in the alphabet in each grade level in order to balance class sizes.
  - b. Keyport High School students that take classes in the Monmouth County Vocational School District will be in Cohort A meeting in person Monday's and Tuesday's.
2. Scheduling decisions were informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of

Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

3. Virtual learning 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.
  - a. 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.
  - b. School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
4. The Keyport Public School District will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
  - a. For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
  - b. For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
5. The Keyport Public School District will accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:
  - a. Provide teachers common planning time.
  - b. School district policies will be reviewed and confirmed to support in-person and remote instruction.
    1. Virtual learning may create privacy challenges which school districts and schools have not yet faced.
    2. The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
  - c. Secure a steady supply of resources necessary to ensure the safety of students and staff.

- d. Scheduling has been developed to support a combination of synchronous and asynchronous instruction.

## **Staffing**

1. Keyport Public Schools should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider the unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
2. When making staffing scheduling and assignments, the 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, school districts should also consult with the local bargaining units and legal counsel.
3. The Board's Plan identifies roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
4. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
5. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
  - a. Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
  - b. Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP). The Board's plan will be updated to include 2020-2021 procedures once guidance is provided by the NJDOE.

c. Certification

1. Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
2. Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.



## **In-Person and Hybrid Learning Environments: Roles and Responsibilities**

In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

### **Roles and Responsibilities**

1. Instructional staff:
  - a. Social distancing protocol will be followed with students and co-teacher or support staff.
  - b. Instructional planning will limit group interactions to maintain safety.
  - c. All staff will be trained and implement school building safety logistics (entering, exiting, restrooms, etc.).
  - d. Staff will be provided with professional development for district online protocols and platforms.
  - e. Teachers should 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.
  - f. Teachers will develop predictable routines and structures for students while promoting student engagement through varied instructional strategies/modalities.
  - g. Teachers will provide regular feedback to students and families on expectations and progress.
  - h. The district will create and communicate clear expectations for remote and in-person students.
  - i. Diagnostic and ongoing assessment data will be utilized to inform instruction.
  - j. Teachers will communicate and provide opportunities for real-time interactions with students.
  - k. Instruct and maintain good practice in digital citizenship for all students and staff.
  - l. Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
  - m. District administration will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

- n. The district will provide materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- o. The district will limit on-line activities for preschool students.

2. Mentor teachers will:

- a. Plan for meetings (virtual or in-person following social distancing guidelines) with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- b. Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- c. Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- d. Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- e. Continue to maintain logs of mentoring contact.
- f. Consider all health and safety measures when doing in-person observations.
- g. Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- h. Consider alternative methods for classroom observations and avoiding in-person contact where possible.

3. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators will:

- a. Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- b. Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
- c. Prioritize vulnerable student groups for face-to-face instruction.
- d. Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- e. Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- f. Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- g. Define and provide examples of high-quality instruction and resources available.
- h. Assess teacher, student, and parent needs regularly.

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

4. Educational services staff members will:

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

5. Support staff/paraprofessionals may:
  - a. Lead small group instruction to ensure social distancing.
  - b. Consider student grouping to maintain single classroom cohorts.
  - c. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
  - d. 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.
  - e. Provide real-time support during virtual sessions.
  - f. Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
  - g. Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
  - h. Lead small group instruction in a virtual environment.
  - i. Facilitate the virtual component of synchronous online interactions.
  - j. Family Workers will need to provide support to parents via virtual platforms (Pre-school).
  
6. Substitutes:
  - a. The KPS will develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
  - b. The KPS will develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
  - c. The KPS will designate substitutes to a single school building or grade level to avoid too much movement between schools.
  - d. Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

## **Educator Roles Related to School Technology Needs**

1. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials will:
  - a. Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
  - b. Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
  - c. To the extent possible, provide district one-to-one instructional devices and connectivity.
  - d. Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
  - e. To ensure student teachers are prepared to start supporting instruction on day one, districts will:
    1. Train student teachers to use technology platforms.
    2. Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
    3. Survey assistant teachers to determine technology needs/access (Pre-school).
    4. Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
2. Student teachers will:
  - a. Obtain a substitute credential to gain the ability to support students without supervision as needed.
  - b. Lead small group instruction (in-person to help with social distancing).
  - c. Co-teach with cooperating teachers and maintain social distancing.
  - d. Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
  - e. Implement modifications or accommodations for students with special needs.
  - f. Facilitate one-to-one student support.
  - g. Lead small group instruction virtually while the classroom teacher teaches in-person.
  - h. Provide technical assistance and guidance to students and parents.

- i. Develop online material or assignments.
  - j. Pre-record direct-instruction videos.
  - k. Facilitate student-centered group learning connecting remote and in-person students.
3. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- a. 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.
  - b. Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
  - c. Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
  - d. Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
  - e. Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

# Athletics

## Keyport COVID-19 Primary Contact Person

Name: Kevin Flynn & Mike Waters (backup)

## Summer Recess Period Protocols

1. COVID-19 Questionnaire and Physician's clearance
  - a. The COVID-19 Form. This form is located on the district main page. This form must be completed 7 days prior to the start of training.
    1. If the student-athlete answers "Yes" on the questionnaire, the student-athlete must be cleared by a doctor before participation in workouts can begin.
    2. If the questionnaire is submitted late, the student-athlete must wait seven days before participating in summer workouts.
    3. Student-athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide written clearance from a medical doctor before he/she will be permitted to participate in workouts.
2. Screening during Summer Recess Phase 1
  - a. The Athletic Director and Athletic Trainer will set up a drop-off point for all summer recess workouts.
  - b. Student-athletes must fill out the COVID-19 Daily Pre-screening Questions located on <https://www.kpsdschools.org/> before they arrive.
    1. If there is a "Yes" answer on the form, students should not come to the workout until they are cleared by a doctor.
  - c. The Athletic Trainer will meet the students in their car to check temperatures and an appointed assistant coach will review the google sheets document to work alongside the trainer to make sure the daily pre-screening is completed.
  - d. There will be no screening of student-athletes until the coach has arrived and been cleared.
2. "Return to Play" Phase 1, 2, and 3 Guidance from the NJSIAA
  - c. NJSIAA Phase 1 Protocol - <https://www.njsiaa.org/sites/default/files/document/COVID-19%20Phase%201%20Guidelines.pdf>
  - d. NJSIAA Phase 2 Protocol <https://www.njsiaa.org/sites/default/files/document/COVID-19%20Phase%202%20Guidelines.pdf>
  - e. NJSIAA Phase 3 Protocol <https://www.njsiaa.org/sites/default/files/document/Coming%20Soon.pdf>

f. COVID-19 Resources

[COVID-19 Resources](#)

3. Screening Guidelines for Faculty and Staff

- a. The screener must always wear a face covering
- b. The screener must fill out the pre-screening questionnaire for themselves and have their own temperature checked.
- c. Upon arrival, all coaches must be wearing a face covering and have a completed screening questionnaire in hand, or they will not be screened.
- d. If a coach at the workout has answered “Yes” or has a temp of 100.4 or above, then the workout will be canceled, and athletes should return home unless there are additional coaches.

4. General Screening Guidelines

- a. Upon arrival, all student-athletes must be wearing a face-covering and have completed the pre-screening questionnaire, or they will not be screened.
- b. All screeners must review the completed note on the pre-screening questionnaire and take the temperature of the student-athletes prior to the student exiting the car.
- c. The screener only needs to document the temperature on the pre-screening questionnaire if it is 100.4 or above.
- d. The student-athletes must keep their face covered until the screening process is completed, and they are instructed to remove them by their supervising coach.
- e. If a student arrives on-site and has answered “Yes” on the daily pre-screening form or has a temp of 100.4 or above the screener must do the following
  1. Stop the screening process immediately.
  2. Keep the student in the car and instruct the parent to take them back.
  3. The student-athlete will not be permitted to begin workouts until cleared
  4. The student will not be permitted to return to an athletic workout, practice, or competition until they have received a Physician’s clearance and the note has been accepted by the Athletic Trainer or Nurse.
  5. The student’s name must immediately be reported to the Athletic Director, Athletic Trainer, Nurse, and Building Principal.

14. Face Coverings

<https://www.njsiaa.org/sites/default/files/document/Coming%20Soon.pdf>

- a. Students and Staff who do not arrive at workouts wearing a face covering will not be permitted entry to the workout.



- b. Acceptable face coverings include - surgical masks, cloth masks with ear loops, and gaiter cloth masks.
- c. Student-athletes who are engaged in high-intensity aerobic activity, e.g., running, sprinting, etc., do not need to wear face coverings during the period of the aerobic activity. Once the aerobic activity is over, student-athletes shall wear face coverings.
- d. Student-athletes who are not engaged in high-intensity aerobic activity, e.g., sitting on the bench, reviewing playings, watching videos, waiting in line, etc. are encouraged to wear face coverings.
- e. Coaches, screeners, and district personnel must wear face coverings at all times.
  - 1. Coaches that workout with their student-athletes i.e. cross-country coaches, are permitted to remove the face-covering during the workout but must remain six (6) feet apart at all times.
- f. Student-Athletes must provide their own face coverings.
- g. Face-coverings may not be shared.
- h. Student-athletes will be responsible for maintaining and cleaning their own face covering.

#### 15. Locker Rooms/Restrooms

- a. Student-athletes shall not have access to locker rooms at any time during summer workouts.
- b. The restrooms located at the Keyport Athletic Complex will be made available for student-athletes and coaches during the Summer Recess workouts.
- c. Restrooms shall be cleaned and disinfected regularly with EPA approved cleaners and disinfectants against COVID-19 by the maintenance staff at the conclusion of the workout.
- d. Restroom use shall be limited to one person at a time.
- e. Masks must be worn at all times when using the bathroom.

#### 16. Hygiene

- a. Students and staff should make every effort to wash their hands as often as possible including before and after the workout.
- b. Hand sanitizer shall be accessible at all times.
- c. Student-athletes shall wear their workout gear to the workout and shall return home in the same workout gear.
- d. There shall be no spitting, chewing seeds, or gum during the workout.

#### 17. Inclement Weather Plan

- a. Altering practice times because of potential bad weather is strongly encouraged.

## **Keyport District Response to a positive COVID-19 Test or if a student-athlete or coach is symptomatic**

1. Symptomatic
  - a. When a participating member of the team becomes symptomatic with COVID-19, participation in that sport will cease immediately for all student-athletes and staff members who have been in close contact with the diagnosed individual.
  - b. While maintaining the student's confidentiality, communication will be distributed to all relevant participants including district administration.
    - Parents will be notified via our instant alert system, email, team remind account, and/or phone call
  - c. If you cannot get a test, individuals who have been in close contact should be monitored for 72 hours. If symptoms do not present themselves, then a COVID 19 test is not mandatory, however, student-athletes must be cleared by a doctor to return.
  - d. Everyone who is tested, must be cleared by a doctor to return to participation.
2. Positive COVID-19 Test
  - a. When the school district becomes aware of a confirmed positive case of COVID-19 amongst a student athlete or coach, the Department of Health will be contacted. The Department of Health will provide guidance/direction on a case per case basis and will lead the contact tracing process.

## **Current NJSIAA Plan for a Fall Season**

1. A two week hiatus of all activity will occur from August 29th through September 13th. Only virtual meetings will be permitted during this time.
2. Official practices are currently set to begin on September 14th.
3. Competition is currently slated to begin on October 1st.
4. Adjustments to the fall schedules have been made by the Shore Conference to meet the NJSIAA's recommendation to reduce both the amount of games and travel time.
- 5.

### **Section 3: Policy and Funding**

COVID-19 presents funding challenges to districts in order to provide instruction and related services, as well as, basic instructional needs. Facilities, supplies, transportation, and feeding of students may look drastically different. Existing and pending State and Federal legislation, regulations, and guidance is the focus of this component of the plan.

## School Funding

1. Keyport Public Schools has explored options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options include, but are not limited to, the following:
  - a. Elementary and Secondary School Emergency Relief Fund;
  - b. Federal Emergency Management Agency – Public Assistance; and
  - c. State School Aid.
2. School District Budgets
  - a. Keyport Public Schools has finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.
3. Purchasing
  - a. The 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.
4. Use of Reserve Accounts, Transfers, and Cashflow
  - a. Keyport Public Schools 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.
5. Costs and Contracting
  - a. The 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.

## Policy

1. All district policies and regulations can be located at [www.kpsdschools.org](http://www.kpsdschools.org).
2. [Policy 1648.02/Remote Learning Options For Families](#) outlines how a parent can request full time remote learning services.

## **Section 4: 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. School officials should work closely with their 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.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

In the event of a potential shift back to entirely remote learning, Keyport Public Schools will continue to offer a print and digital pathway that is differentiated from PreKindergarten through twelfth grade. There is alignment between the print and digital resources based on essential learning objectives anchored in the content and course standards. Student progress will be monitored through multiple measures such as engagement, contact, and student work that is submitted through various methods. Each week, the individual schools will collect data regarding student engagement which will enable teachers to ensure students have access and allow the schools to respond accordingly.

## **Ensuring Delivery of Special Education & Related Services to Students with Disabilities**

1. Consistent with guidance from the United States Department of Education, we will continue to meet the obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
2. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
3. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
  - a. The Child Study Team and Guidance will work collaboratively with the families of students determined to be medically fragile with physical or health impairments. Accommodations and modifications for such students will be prioritized with the possibility of limited in-person instruction.
  - b. The Child Study Team will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss. In order to determine progress district benchmark/formative assessments (iReady Math/ELA, StudySync, DRA(if face-to-face), Link-it benchmarks, work product-portfolio, etc) will be coupled with CST/Related Service assessments to determine present skill levels and used to address needs.
  - c. The Child Study Team will consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time. Case Managers will facilitate the collection of student data from the previous school year (school closure).
  - d. Overdue and/or incomplete evaluations will be scheduled upon return to school or possibly beginning in August 2020 with consideration given to receipt of original referral. In order to facilitate this outside agencies such as MOESC will be contacted to assist. The number of overdue and/or incomplete evaluations are documented through Frontline and Google Sheets.
  - e. The Child Study Team and Guidance will collaborate to identify students whose post secondary plans have been adversely affected by the COVID-19 pandemic, this includes students who graduated or aged out in 19-20. Once identified it will be determined how best to assist the student. Facilitating

connection to community organizations, scholarship programs, county, states and federal opportunities are various ways to address such needs.

- f. There will be clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law. All procedures for CST referral are posted on the Keyport Public School District website at the following link: [Referral & IEP Process](#). [504 request and referral process](#)

## Technology and Connectivity

1. The school district will strive to ensure that every student has access to a device and internet connectivity. Keyport will prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, the school will include in the steps taken to address the technology deficit and how it will be resolved as soon as possible.
2. Districts should:
  - a. The Keyport Public Schools conducted a needs assessment to determine the technology needs of its students and will conduct an additional one in August 2020 when district educational plans are released.
  - b. The Keyport Public Schools will consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.
  - c. The Keyport Public Schools will prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
  - d. For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
    1. The district has purchased additional Chromebooks to meet the anticipated needs for students. Students who do not have network connectivity at home shall be provided a connection from Optimum for academic purposes courtesy of the district. Optimum will need to install a cable modem in the student's house which will provide 30Mbps download with 5 Mbps upload. The district will pay a one time \$30 installation fee per household, including a \$14.99 monthly access fee for students who need this service.
  - e. In order to provide ongoing monitoring, Keyport Public Schools has a direct link on the district homepage for parents/guardians requests concerning any technology issues and/or concerns. The technology will handle all issues and/or concerns as quickly as possible to prevent lapses in student access.



## **Curriculum, Instruction and Assessment**

1. In planning curriculum, instruction, and assessment for reopening, school officials will focus 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).
2. School officials have developed a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
3. Virtual and Hybrid Learning Environment
  - a. Curriculum
    1. Educators will be tasked with delivering curriculum and structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
    2. To accelerate students' progress during the upcoming school year, administrators and educators are tasked with identifying unfinished learning needs that have to be addressed. Educators will use a diagnostic assessment tool to address the learning gap.
    3. Current learning will focus on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Utilizing the diagnostic tool, will give educators the opportunity to use classroom time efficiently.
  - b. Instruction
    1. Educators will be tasked with delivering curriculum and structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
    2. To accelerate students' progress during the upcoming school year, administrators and educators are tasked with identifying unfinished learning needs that have to be addressed. Educators will use a diagnostic assessment tool to address the learning gap.

3. Current learning will focus on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Utilizing the diagnostic tool, will give educators the opportunity to use classroom time efficiently.
  - a. In preparation for the upcoming school year, instructional plans will be flexible, promote innovation, and take advantage of the strengths of school employees to adapt to changing learning environments as may be necessary.
  - b. In crafting an instructional plan, the school district should consider the following:
  - c. Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
  - d. Design for student engagement and foster student ownership of learning.
    1. Develop students' meta-cognition.
    2. Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
    3. Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
    4. Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
2. Assessment
  - a. Different assessment types are as follows: pre-assessment, formative; interim; and summative.
  - b. Educators will focus on developing pre-assessments and formative assessments upon returning to school.
  - c. Due to the absence of Spring 2020 summative assessment data, the school will identify alternate sources of prior assessment data

which may complement data driven decision-making regarding remediation efforts. The school will use a diagnostic screening assessment in grades K-12 to guide data collection and decision-making.

- d. Online pre-assessments and formative assessments will be implemented using a hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- e. Pre-assessments administered at the start of instructional units should be used to inform instructional plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
  - 1. Such pre-assessments will be incorporated into regular classroom activities and to the greatest extent practicable, will not interfere with student learning opportunities as schools reopen.

## **Professional Learning**

1. The school district will provide professional learning opportunities that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
2. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
3. Professional learning opportunities will be:
  - a. Presented prior to the beginning of the year;
  - b. Presented throughout the school year;
  - c. Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
  - d. Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
  - e. Professional development plans (PDPs) for teaching staff and administrators, as always, will remain flexible and adaptable to the changing needs of the district, school, and individual educator.
4. Mentoring and Induction
  - a. Induction will be provided for all novice provisional teachers and tenure-track teachers new to the district.
  - b. One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
  - c. The district will ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
  - d. Mentoring must be provided in both a hybrid and fully remote learning environment.
  - e. Mentors and mentees will use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
5. Evaluation
  - a. The Keyport Public School District will provide annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
  - b. The Keyport Public School District will develop observation schedules with a hybrid model in mind and adhere to county and state guidance and protocol.

- c. The Keyport Public Schools will convene a District Evaluation Advisory Committee (DEAC) meeting to review existing and new evaluation policies and procedures.
- d. The Keyport Public School District will utilize the School Improvement Panel's (ScIP) to inform professional learning, mentoring, and other evaluation-related activities.
- e. The Keyport Public Schools will consider the requirements, state guidance, and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

## **Career and Technical Education (CTE)**

1. If permissible by the hybrid school schedule, the Keyport Public School District is committed to maintaining the integrity and safety of approved CTE programs.
2. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
3. Guiding Principles
  - a. It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
  - b. The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
4. Quality CTE Programs
  - a. When conducting in-person instruction for CTE programming, special consideration will be made to include the content which is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc.
  - b. During a time when some credentials may not be accessible online or through other virtual means, the district will ensure students have access to appropriate industry-recognized, high-value credentials.
5. Work-Based Learning
  - a. Where possible, the school district will provide students the opportunity to participate in safe work-based learning or structured learning experiences, either remotely (simulations, virtual tours, etc.) or in-person.
6. Career Advisement and Development
  - a. The district will continue to support our relationships with established community partnerships. Modifications will be developed to continue these partnerships during a times of social distancing when in-person /workplace learning can not be achieved
7. CTE Recruitment and Retention
  - a. Keyport Public Schools will support current CTE programs while we CTE shift instructional practices to meet the needs of the changing classroom environments in a time of social distancing.
8. Funding to Support CTE Programs

- a. The school district will utilize local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

## Chart of Useful Links

<b>Conditions for Learning</b>	
<b>Section</b>	<b>Title</b>
General Health & Safety Guidelines	<a href="#">CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again</a>
	<a href="#">Childcare, Schools, and Youth Programs</a>
	<a href="#">People Who Are at Increased Risk for Severe Illness</a>
	<a href="#">Considerations for Schools</a>
	<a href="#">Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries</a>
Classrooms, Testing, & Therapy Rooms	<a href="#">ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance</a>
	<a href="#">When and How to Wash Your Hands</a>
Transportation	<a href="#">Bullock announces phased approach to reopen Montana</a>
	<a href="#">What Bus Transit Operators Need to Know About COVID-19</a>
Student Flow, Entry, Exit, & Common Areas	<a href="#">Stop the Spread of Germs (Printable Poster)</a>
	<a href="#">Handwashing (Printable Posters)</a>
Screening, PPE, and Response to Students and Staff Presenting Symptoms	<a href="#">Communicable Disease Service</a>
	<a href="#">COVID-19: Information for Schools</a>
	<a href="#">Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19</a>
	<a href="#">Guidance for Child Care Programs that Remain Open</a>



	<a href="#">General Business Frequently Asked Questions</a>
Facilities Cleaning Practices	<a href="#">Guidance for Cleaning and Disinfecting</a>
	<a href="#">EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)</a>
Meals	<a href="#">EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)</a>
Social Emotional Learning and School Climate and Culture	<a href="#">A Trauma-Informed Approach to Teaching Through Coronavirus</a>
	<a href="#">CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community</a>
Multi-Tiered Systems of Support (MTSS)	<a href="#">New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines</a>
	<a href="#">RTI Action Network</a>
	<a href="#">The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS</a>
Wraparound Supports	<a href="#">SHAPE</a>
	<a href="#">Child Care Resource and Referral Agencies</a>
	<a href="#">Coronavirus Resources for Mentoring</a>
Food Service and Distribution	<a href="#">Benefits of School Lunch</a>
Quality Child Care	<a href="#">Child Care Resource and Referral Agencies</a>
	<a href="#">Division of Early Childhood Education</a>
<b>Leadership and Planning</b>	
<b>Section</b>	<b>Title</b>
Scheduling	<a href="#">New Jersey Specific Guidance for Schools and Districts</a>

Staffing	<a href="#">Mentoring Guidance for COVID-19 Closures</a>
	<a href="#">Educator Evaluation During Extended School Closure as a Result of COVID-19</a>
	<a href="#">Performance Assessment Requirement for Certification COVID-19 Guidance</a>
	<a href="#">Educator Preparation Programs and Certification</a>
Athletics	<a href="#">Executive Order No. 149</a>
	<a href="#">NJSIAA COVID-19 Updates</a>
	<a href="#">NJSIAA provides return-to-play guidelines – Phase 1</a>
	<a href="#">Guidance for Opening up High School Athletics and Activities</a>
<b>Policy and Funding</b>	
<b>Section</b>	<b>Title</b>
Elementary and Secondary School Emergency Relief Fund	<a href="#">CARES Act Education Stabilization Fund</a>
	<a href="#">NJDOE EWEG</a>
FEMA – Public Assistance	<a href="#">Request for Public Assistance (RPA) Process</a>
Purchasing	<a href="#">New Jersey School Directory</a>
	<a href="#">NJSTART</a>
	<a href="#">Division of Local Government Services</a>
	<a href="#">Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves</a>
	<a href="#">Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance</a>

Costs and Contracting	<a href="#">E-rate</a>
	<a href="#">Technology for Education and Career (NJSBA TEC)</a>
<b>Continuity of Learning</b>	
<b>Section</b>	<b>Title</b>
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	<a href="#">IDEA</a>
	<a href="#">Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020</a>
Technology and Connectivity	<a href="#">Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond</a>
Curriculum, Instruction, and Assessment	<a href="#">Learning Acceleration Guide</a>
	<a href="#">Mathematics: Focus by Grade Level</a>
	<a href="#">Teacher Resources for Remote Instruction</a>
	<a href="#">NJDOE Virtual Professional Learning</a>
Professional Learning	<a href="#">Distance Learning Resource Center</a>
Career and Technical Education (CTE)	<a href="#">Communicable Disease Service</a>
	<a href="#">Considerations for Schools</a>

# 2020-2021 School Year Calendar

## KEYPORT PUBLIC SCHOOLS | 2020-2021 CALENDAR

JULY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
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26	27	28	29	30	31	

**8/5/20 BOE Approved**

**Revisions made 7/27**

JANUARY '21						
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					1	2
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31						

AUGUST '20						
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FEBRUARY '21						
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28						

SEPTEMBER '20						
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MARCH '21						
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OCTOBER '20						
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APRIL '21						
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NOVEMBER '20						
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29	30					

- 8/25-27 New Teacher Orientation
- 9/8-11 Staff In Service (4 days)
- 9/14 Start of School
- 9/23 KCS Back to School Night
- 9/28 School Closed Yom Kippur
- 10/12 School Closed
- 10/22 KHS Open House
- 11/3 Early Dismissal Students/Staff In Service
- 11/5,6 School Closed NJEA Convention
- 11/11 School Closed Veteran's Day
- 11/16 End of Marking Period 1
- 11/19 KHS Night Conferences
- 11/23-24 KCS Conferences/Early Dismissal Students
- 11/25 Early Dismissal Students and Staff
- 11/26,27 School Closed Thanksgiving
- 12/23 Early Dismissal Students and Staff
- 12/24-31 School Closed Winter Break
- 1/1 School Closed Winter Break
- 1/15 Early Dismissal Students/Staff In Service
- 1/18 School Closed MLK
- 2/1 End of Marking Period 2
- 2/12 Early Dismissal Students/Staff
- 2/15 School Closed Presidents Day
- 4/2 School Closed Good Friday
- 4/5-9 School Closed Spring Break
- 4/15 End of Marking Period 3
- 4/19-20 KCS Conferences/Early Dismissal Students
- 4/22 KHS Night Conferences
- 5/28 Early Dismissal Students/Staff
- 5/31 School Closed Memorial Day
- 6/24 KCS Graduation
- 6/25 KHS Graduation
- Last Day of School

Note: This calendar includes 2 snow days. Should there be unscheduled and/or weather closings, days will be added to the end of the year. Additionally, the board may consider eliminating days from Spring break if needed. These options will be considered as the winter progresses.

MAY '21						
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30	31					

DECEMBER '20						
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27	28	29	30	31		

	Early Dismissal
	School Closed
	School Closed (Staff In-Service)
	Back to School Nights
	Graduation Dates

JUNE '21						
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						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## Appendix