

Elysian

Charter School of Hoboken

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Elysian Restart and Recovery Plan **Safety First**

The COVID-19 pandemic continues to impact every aspect of our lives. As we look to the future and plan for students to return to schools in-person this fall, we must recognize and prepare for the ways the virus and necessary public health response has changed and will change the way students learn. This plan provides educators, administrators, the Elysian Board of Trustees and parents with the information necessary to ensure that our school reopens safely, risk is reduced and that we are prepared to accommodate teachers', students' and families' unique needs during this unprecedented time. The social distancing and health measures we are taking to protect student and staff health will alter the traditional student experience at Elysian. It's important to note that school was never closed this past spring, only the building was.

Our goal is to make every effort to help our students know what to expect from in-person learning during the upcoming school year. Our school reopening plan is practical, feasible, flexible and nimble. We need to respond to students at different developmental stages at the same time as we focus on safety. This plan will allow us to respond quickly to new information, and the ability to refine practices, should the need arise. The school day schedule will dictate some of the areas in this plan. Regardless of the school day schedule, every area of the school day is addressed.

As with all plans, the execution of the plan for in-person learning is dependent upon all of the members of the Elysian School Community. We are all in this together: students, staff and parents/guardians.

The restart plan presents guidance related to four key subject areas:

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

Conditions For Learning

Conditions for learning must not only address students' and educators' basic physical safety needs, but also the social, emotional and environmental factors that can impact educators' capacity to teach and students' capacity to learn.

Critical areas of operation explored in this plan include:

- General Health and Safety Guidelines
- Scheduling
- Staffing
- Athletics

General Health and Safety Guidelines

In all stages and phases of pandemic response and recovery, Elysian will comply with Center for Disease Control (CDC), state, and local guidelines. Elysian will also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread of Covid-19, such as social distancing, frequent hand washing, and the use of face coverings.

In all stages and phases of pandemic response and recovery, the Center for Disease Control and Prevention recommends actions, which schools and districts should incorporate into reopening plans:

- Establishing and maintaining communication with local and state authorities to determine current mitigation levels in our community
- Protecting and supporting staff and students who are at higher risk for severe illness
- Following CDC's Guidance for Schools and Childcare Programs

Elysian will promote behaviors that reduce spread such as the following:

- **Stay home when appropriate**
 - Attendance and sick policies are reviewed to support families, faculty and staff in making responsible decisions about staying home when sick or potentially exposed to COVID-19.
 - All staff members will complete an attestation that they are not presenting symptoms of Covid-19 before entering the school building each day.
 - All students must have an attestation completed by their legal guardian that they are not presenting symptoms of Covid-19 before entering the school daily.
- **Hand hygiene and respiratory etiquette**
 - The school nurse will continue to lead training with faculty and staff, students and families around best practices in these areas. Students should wash hands for at least 20 seconds at regular intervals, including

before eating, after using the bathroom and after blowing their nose or coughing or sneezing.

- Classrooms will build in the practice of handwashing throughout the day, during transition times.
 - Hands-free hand sanitizing stations will be set up around entrance/egress points, throughout the building and at shared contact points (e.g. elevator, handrails, etc.). Hands-free soap dispensers will be placed in bathrooms. Electric hand dryers in bathrooms will be out of order and paper towels will be provided for hand drying.
 - Occupancy of all classrooms and spaces will be at a reduced capacity to provide increased physical distance.
 - Classrooms are rearranged to reduce transmission such as by having all desks face the same direction.
 - If weather allows, class will be held outdoors.
 - Interactions of people will be limited as much as possible, reduce mixing of students and staff.
 - Visitors will be limited to those who are essential and when so, they must be masked.
 - Parents will not be permitted into the building or to accompany their child into the building.
 - Parent meetings, board meetings, conferences, CST meetings and open houses will all be held virtually.
 - Interactions of people outside a designated cohort/pod will be limited; mixed grade and whole class experiences will be remote as much as possible;
 - Teachers and staff will travel to homerooms.
 - There will be no field trips at this time.
 - Non-essential interactions between students and staff throughout the school day will be limited.
- o **Face coverings**
 - 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.
 - Students are also required to wear face coverings unless doing so would inhibit the student's health.
 - Face coverings will be worn in the building and in waiting for entry to the building.
 - Extra face coverings will be kept on hand in the case that a student, staff member or visitor forgets to bring one.
 - Any staff member or student refusing one, absent medical exemption, will be denied entrance to the school building.
 - o **Social Distancing**
 - Elysian will require social distancing to the maximum extent possible.
 - When social distancing is difficult or impossible, Elysian will work to use physical barriers such as plexiglass as much as possible to provide additional protection
 - Stagger class periods by cohorts for movement between classrooms to limit the number of students in the hallway.

- **Signage**
 - Signs demarking six feet, encouraging hand and respiratory hygiene and directing traffic in one direction will be posted throughout and upon entrance to the school.
 - Physical guides, such as tape on floors or walls, will help create safe one way routes.

- **Shared materials**
 - Use of shared objects will be limited when possible or cleaned between use.
 - Students will be given advance notice of materials to bring for class each day.
 - Each student in grades 3-8 will be assigned a chromebook which they can take home with them daily.
 - Student belongings will be separated from other student's belongings.

- **Temperature Checks**
 - Staff and students will have a daily temperature check upon arrival to school.
 - Any temperature of 100 degrees or higher will result in the staff member being sent home and a student to be sent to an isolation space. The parent will be directed to come immediately to pick up the child.
 - Training with members of the community around prevention.
 - The school nurse will lead students, faculty, staff and families in training around COVID -19 prevention and screening protocols.

Reasonable accommodation should be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

Physical Space

Implementing social distancing practices in all instructional and non-instructional spaces is critical to ensuring the health and safety of students and staff. To that end, student seating in classrooms and other spaces will be separated by at least six feet to the maximum extent possible. Where such physical distancing is not feasible, protective measures such as physical

barriers between students and the arrangement of seating will be used, such as all individuals facing the same direction, which can help reduce transmission. Plexiglass dividers will be used at student tables, at teacher desks/workstations to allow for conferencing.

Elysian will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) throughout the building, at entrance/egress points and by shared touchpoints. Water fountains are taped off and are not in use. Bottle refill stations will be available.

- Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
 - Use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.
 - Build in the practice of handwashing throughout the day, during transition times.
- Limit use of supplies and equipment to one group of children at a time and clean and disinfect between use.
 - When possible, ensure adequate supplies to minimize sharing of high touch materials to the extent possible.
 - Avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Increase circulation of outdoor air as much as possible, for example, by opening windows and doors.
- Utilize outdoor spaces when possible and seasonally appropriate.

Transportation

Elysian does not provide transportation to students and does not intend to plan field trips for the school year, at this point.

Student Flow, Entry, Exit, and Common Areas

- Elysian will establish the process and location for student and staff health screenings and communicate this information to all stakeholders.
- Signage and tape will provide physical guides to help ensure that staff and students remain at least six feet apart upon arrival to the buildings and within the building.
- Multiple entrances and exits will be used for arrival and dismissal when possible.
- Students will be directed to their classrooms immediately with staggered locker time, if necessary.
- Arrival and dismissal times will be staggered and students will be expected to practice social distancing upon arrival and dismissal outside the school building as well. Release time from classrooms will be staggered as well to allow for social distancing.
- One-way routes will be used in hallways and stairways, when possible.
- Social distancing will be maintained in hallways and common areas.
- All materials used for signing in or out by visitors/parents will be one time use.
- Increase frequency of cleaning all surfaces, including walls, door knobs, handles, bathrooms, railings and other frequently used surfaces.

Screening, PPE, and Response to Students and Staff Presenting Symptoms

Elysian will screen students, visitors and employees for symptoms of and history of exposure to COVID-19 before entrance to the school building daily. This will consist of a temperature check and the completion of the attestation form. Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. Results will be documented when signs/symptoms of COVID-19 are observed. Attention will be given to students with disabilities and accommodations that may be needed in the screening process for those students.

- Students, visitors and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the following symptoms that is not otherwise explained, based on CDC guidance:
 - A fever of 100° F or greater
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. The school will follow Communicable Disease Service guidance for illness reporting. *The symptomatic person and supervisor will be provided with PPE.*

If Elysian becomes aware that an individual who has spent time in school tests positive for COVID-19, the nurse will immediately notify our local health officials, staff, and families of a confirmed case while maintaining confidentiality and being respectful.

- Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.
- Recorded videos will be required viewing to teach protocols for handwashing, social distancing, and other precautions.
- Examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide for screening students and CDC's General Business FAQs for screening staff.
- A part of one professional development day for staff will be devoted to practice screening protocols with each other before applying to students.

Contact Tracing

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. The school nurse and school safety officer/director have taken and are trained in COVID-19 Contact Tracing via Johns Hopkins University course. The local Department of Health will take the lead on contact tracing.

Methods to assist in contact tracing include:

- Records of groups/cohorts, assigned staff and daily attendance
- Continuous monitoring of symptoms
 - Readmittance policies consistent with the Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

Upon notification that a member of the student or faculty body has tested positive for COVID-19, the local health department will be notified to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies.

Facilities Cleaning Practices

Elysian 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. Elysian has developed a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects. Disinfecting products will be EPA-approved for use against the virus that causes COVID-19 and used according to manufacturer instructions.

Examples of frequently touched areas include:

- Classroom desks and chairs
- Door handles and push bars
- Handrails
- Bathrooms
- Light switches
- Handles on equipment
- Buttons on elevators
- Shared equipment and furniture
- Drinking fountains

- Water bottle filling buttons
- Shared classroom materials

Bathrooms will be sanitized daily and between use as much as possible. Teachers will only send one student to the bathroom at a time and students will be required to socially distance in line for the bathroom.

Doors will be propped open to avoid touching handles when it would not disrupt privacy. We will add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least six feet apart.

Cleaning and disinfecting the school building after a person has been identified as COVID-19 positive:

- Schools might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Close-up areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.
 - Open outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

Meals

Students will eat in their classrooms as is the standard practice at Elysian. Require proper hand-washing before and after eating meals. Meals will be delivered pre-packaged and to each classroom.

Recess/Physical Education

Recess will be staggered by groups and staff must disinfect playground equipment and other shared equipment between use.

Students will sanitize hands upon return to the building.

Classes will be held outside when possible, when not remote with social distancing practices enforced. There will be no contact sports.

- Stagger recess. If two or more groups are participating in recess at the same time, they should have at least six feet of open space between them.
- Use cones, Flex, tape, or other signs to create boundaries between groups.
- Always wash hands immediately after outdoor play time.
- Stagger the use of playground equipment and establish frequent disinfecting protocols.
- Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open

space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots etc. to ensure separation among students (6 feet for social distancing).

- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.
- Designate specific areas for each class during recess to avoid cohort mixing.

Extracurricular Activities and Use of Facilities Outside of School Hours

We will not allow outside agencies or groups to use our building at this time to limit exposure.

- All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol.
- We will not allow outside agencies or groups (Girl Scouts, etc.) to use our building at this time to limit exposure.
- Elysian will maximize the use of technology in online resources to continue some extracurricular activities without additional person-to-person contact.
- Sports teams (basketball) will comply with regulations set by the state as to practices and games. If allowed, practices will be outside with no games until further notice.

Social Emotional Learning (SEL) and School Climate and Culture

Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, Elysian will thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educator and staff strengths. The return to school this year will be unlike any other in our history and will be emotionally charged for students and adults. This moment calls on all members of our school community to deepen our social and emotional competencies as we navigate a different type of schooling. A committee of stakeholders is committed to support initiatives to support SEL and School Culture and Climate.

Elysian will organize and prepare for the next school year acknowledging the potential trauma that students and staff have faced during the COVID-19 school closures. The full impact of the pandemic in the collateral consequences from isolation, fear, and economic hardship have yet to be fully understood. In addition, students and staff returning for the 2021 school year will be faced with new and intimidating routines and circumstances. We must address these challenges head-on to ensure that social and emotional learning are infused into everyday school life. Our plan will focus on relationship building and authentic partnerships.

Educator Well-Being

It is important that we thoughtfully plan for how to best support the well-being of educators. Educators' social-emotional state is important as they will be better able to support the social emotional well-being and learning needs of their students. As staff reunite and return to school, adults will have varied experiences and stressors. It will be crucial to have a system in place to support the overall health and well-being, both physical and mental, of all staff. We are planning for the well-being of educators and staff as we develop our reopening plans.

- Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
- Prioritize educator self-care and wellness through the summer and at the start of the 2020-21 school year.
- Support educators access to mental and behavioral resources and encourage them to utilize these services.
- Create and design opportunities for staff to regularly practice and reflect on their social and emotional competencies so that they can reflect, heal, and build their capacity to support students.
- Support healing and self-care, design safe and responsive spaces for faculty to build relationships, support and reinvigorate one another, and collectively process their emotions and experiences.

A Pandemic Response team has been created to oversee Elysian's reopening plan.

- The team consists of board members, parents, staff and administrators.
- Provides feedback and expertise around the reopening plan.
- Adjusting or amending school health and safety protocols.
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting accordingly.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- Providing necessary communications to the school community.
- Creating pathways for community, family and student voices to continuously inform the team's decision-making.
- Make deliberate efforts to communicate the importance of SEL and how it relates to student success to teacher, students and families.
- Consider staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of your students as they return to school. Schools are encouraged to examine the flexibility of the available funds to hire qualified individuals that can support these needs.
- Facilitate opportunities for connection and reflection among students, families and staff. It is critical that districts make time for these conversations and make sure that the student's voices are heard. These meetings may shed light on opportunities to highlight SEL strategies that were effective in supporting and engaging students during the Covid-19 pandemic as well as areas where Elysian commits to improving.
- Provide professional development to support educators:

- Integration of SEL in their teaching, including the skills to foster a positive learning environment and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).
 - Understanding and utilization of trauma-informed practices.
 - Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges.
- Establish systems that promote supportive staff/ student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and their family and are able to connect with them for any needed support.
- Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Planning should include the methods for continually conveying information on how to access both school and community support to students, staff, and families in all learning environments (in person, hybrid, and virtual).

Actions to consider once the school year begins:

- Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. Consider instructional strategies that best work for our school (community meetings, small group mentoring, brain breaks).
- Topics to consider but are not limited to:
 - Potential increases in bullying behavior
 - Grief, loss and trauma;
 - Mental health and supportive behaviors;
 - Bias, prejudice and stigma;
 - Preparedness, hope, and resilience; and
 - Fear and anxiety.
- We will be prepared to support an influx of students who may need counseling support by establishing a referral process to identify students and families who may need additional support.

School Culture and Climate

Creating a positive school climate and culture will address the issues raised by the Covid-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. The biggest question is “am I safe.” To optimize the learning process, students and staff need to feel cared for, re-engaged, and acclimated to the school community, so schools can deliver instructions most effectively.

In order to improve School culture and climate, Elysian will:

- Prioritize the health and emotional well-being of staff and students above all else
- Assess school climate to identify vulnerabilities and plan to implement evidence-based strategies to identify address identified needs; and
- Plan to provide and sustain instruction on social norms, relationship-building, and behavioral expectations beginning at the start of the school year.

Utilizing the Strengths of Staff

While educators are facing a “new normal” as they work to support the academic, social-emotional, and health needs of students, many of the strategies that should be applied to address these challenges are not new. Elysian recognizes and empowers the strengths of educators and staff and their significant role in the context of SEL. The list of considerations provide suggestions for thinking about how school staff can support the action steps outlined in the section on trauma-informed SEL.

- Provide school leaders and teachers with resources on SEL and trauma.
- Connect with students and families to provide any needed supports.
- Support students and families with accessing school and community support and development areas to communicate these services.

Multi-Tiered Systems of Support (MTSS) – MTSS is a systematic approach to prevention, intervention, and enrichment in grades K-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

MTSS is a framework that Elysian can use this fall to select and implement social and emotional, academic, behavioral, and wraparound supports and interventions necessary to maximize the conditions for learning at the school, and individual student level. MTSS is the most recent iteration of Response to Intervention (RTI), and recognized as a systemic systematic approach to prevention, intervention, and enrichment for academics and behavior.

MTSS offers schools a research-based structure to implement the required intervention and referral services (I&RS). MTSS/RTI Frameworks include screening and progress monitoring, form of assessments to determine where students are relative to key scales at the beginning of the school year, and how they are responding to instruction and various interventions. A combination screen, remote or in person, at the beginning of the year with an individual student referral system active throughout the year, offers educators and families a mechanism to identify the individual students who need extra support.

Mental Health Supports

Covid-19 will have a significant psychological and emotional impact on students. These impacts may be caused by a variety of factors including the loss of family members to the virus, difficult living situations due to financial stress, emotional and physical abuse, and unprecedented disruption to social interactions with peers. As students return to school, it will be important to help them develop critical social and emotional skills they need to cope and manage stress, build relationships, reflect on their experiences, express empathy for their peers and make decisions that keep themselves and their communities healthy.

Without the support necessary to manage these stressors, students may struggle to meet their academic goals. In order to meet those needs, Elysian will need to expand the array of

academic and social-emotional support interventions available within the school and the community.

We will help by:

- Intentionally build structures that promote supportive adult-student and peer relationships.
- Create a sense of closure from their previous grade.
- Weave in opportunities for students to develop, practice and reflect upon social and emotional competencies throughout the day.
- Understanding how trauma and stress impact students and affect the brain and body potentially disrupting development and affecting mood, focus, concentration, memory, behavior, emotions and trust.
- Creating authentic and brave spaces for students to have conversations about the layers of struggle in the moment and the effect that it has on their families and community.
- Help students discern facts, analyze the impact and look at bias connected to Covid -19.
- Have developmentally appropriate conversations that help students understand the experiences of others and develop agency over their own well-being.

Family Engagement

A key component of successfully reopening school is meaningful family engagement. Engaging parents and families in meaningful ways throughout the transition will create a more collaborative and successful path forward.

Leadership and Planning

Adjusting the school environment to ensure the health and safety of students and staff will require a great deal of planning and pivoting.

- This committee consists of: the Director, nurse, administrators, social worker, teachers, parents and board president.
- The committee sent out surveys to students, teachers and staff for feedback regarding remote instruction and options for onsite learning. We will be fully prepared in the event that we have to resume full time remote instruction.

Scheduling

Elysian's reopening plan accounts for resuming in-person instruction in some capacity. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up to date guidance from the New Jersey State and Local Department of Health (NJDOH), as well stakeholder input on the needs of all students and the realities of Elysian. Surveys were distributed to all families and staff to get their input.

The health safety and wellness of students and staff is the top priority. Areas to prioritize for reopening the building:

- Maintain the continuity of learning.
- Facilitate equity and ease of access to communications and resources.
- Flexibly accommodate the needs and very circumstances of all learners.
- Provide teachers planning time.
- Ensure the district policies are reviewed and confirmed to support in person and remote instruction. Scheduling options include identifying small groups and keeping them together to ensure that student groupings are static as possible by having the same group of children stay with the same staff. Limit mixing groups.

Virtual instruction is ideal for staff who are at greater risk for the impacts of Covid-19. Accommodations will be made for staff with health issues. Staff were asked to indicate the challenges they face so that accommodations can be made for them.

Implementation Strategy

The following areas are prioritized:

- **Communication:** Clear communications with stakeholders are vital to successful implementation. The weekly newsletter and eblasts will be used to communicate with the Elysian community.
- **Attendance:** Attendance will be monitored and collected daily during in-person and virtual learning days.
- **Access to Technology:** All students in grades 3-8 will have a chrome book that they can take home.
- **Professional Development:** Professional learning opportunities will continue to be a priority for the Elysian faculty.
- **Feedback Loops:** We will create mechanisms for administrators, educators, students, and parents to communicate the reality of what is working well and what can be improved.
- **School Personnel:** Establish contingency plans and alternate schedule that address potential shortages and staff. Strategize around scheduling that would allow for educators to support their virtual and in-person student population sustainably.
- **Class Schedules:** Establish schedules for multiple scenarios of developmentally appropriate instruction.
- **Accommodations:** Leverage technology to provide flexibility and accommodations to address a variety of learning and health needs.
- **Staffing:** Elysian's reopening plans and decision-making throughout the school year will consider the unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

The section provides descriptions for pre-service, instructional, and instructional educators that will be crucial to student success based on research and best practices. The guidance also provides recommendations for how districts might deploy staff to design and deliver instruction and assess learning in hybrid virtual learning environments. District plans should identify roles and responsibilities of school administrators, teachers, instructional assistants, service

providers, and the student teachers that will ensure continuity of learning in leveraging existing resources and personnel to maximize student success.

In person and hybrid learning environment: roles and responsibilities

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

Instructional staff should:

- Reinforce social distancing protocol with students
- Limit group interactions to maintain safety
- Support and be informed about all school building safety logistics
- Become familiar with online protocols and platforms
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings (remote and in-person)
- Develop predictable routines and structures for students while maintaining student engagement through varying instructional strategies and modalities
- Provide regular feedback to students and families on expectations and progress
- Set clear expectations for remote and in-person student learning and behavior
- Assess student progress early, often and adjust instruction and methodology accordingly
- Develop opportunities for real-time interactions with students
- Instruct and maintain good practice and digital citizenship for all students and staff
- Assist with school building and safety logistics if there is time in their schedule
- Make necessary curricular adjustments and continuously improve the quality of instruction in remote and hybrid environments
- Providing materials and manipulatives for at home use
- Plan for in-person contact using agreed-upon communication methods and schedules that provide confidentiality and sufficient support

Mentor Teachers should:

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

Administrator/Director should:

In addition to non-instructional responsibilities, to ensure quality of continuous learning in person or virtually, administrators should:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction
- Provide time for staff collaboration and planning
- Prioritize vulnerable student groups for face-to-face instruction
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment
- Work with staff and faculty to ensure the teaching and learning and support services are effectively and efficiently developed, planned and delivered
- Home collaboration, cooperation and relationship building skills using alternative methods to remain connected using virtual instruction.
- Define and provide examples of high-quality instruction given contacts and resources available
- Assess teacher student and parent needs regularly
- Ensure students and parents receive necessary supports to insured access to instruction
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with njdoe is Professional Standards for teachers in NJ Professional Standards for leaders.
- Plan a process to onboard students and re-establish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school
- Create Feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and or surveys to parents about their students' experience and learning while out of school.
- Share a comprehensive account of academic interventions in social and emotional mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction rigor and hybrid remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

Athletics

The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to

determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

Policy and Funding

The COVID-19 pandemic has created a variety of fiscal challenges related to the delivery of instruction and related services to students. Readying facilities, purchasing supplies, and transporting and feeding students will look drastically different in the upcoming school year than in past years. Policy and funding considerations include:

Purchasing – Elysian will purchase items - personal protective equipment and cleaning supplies to ensure a safe environment using the CARES funding for PPE, and computers and other funding resources.

Purchasing – Elysian will need to purchase items not needed in the past (e.g., personal protective equipment and cleaning supplies) and experience increased demand for previously purchased goods and services..

Use of Reserve Accounts, Transfers, and Cash Flow – To the greatest extent possible, Elysian will consider making expenditures from various accounts or over budget line items to meet unanticipated costs and to manage cash flow.

Costs and Contracting – Elysian participates in the federal E-rate program, which provides schools and libraries with funding support for high-speed broadband connectivity and internal connections equipment.

Other resources available:

Elementary and Secondary School Emergency Relief Fund – The federal “Coronavirus Aid, Relief, and Economic Security” (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by COVID-19.

Federal Emergency Management Agency – Public Assistance – The Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which reimburses 75 percent of eligible expenses that are a direct result of the declared emergency (in this case, the COVID-19 outbreak). Districts can apply for assistance through the website maintained by the New Jersey Office of Emergency Management. While there is currently no deadline, the NJDOE encourages districts to apply as soon as possible. (Note: FEMA is considered a payer of last resort, only reimburse cost after all other available Revenue sources have been exhausted.)

State School Aid – In the wake of the COVID-19 public health emergency, State revenues have declined precipitously. This revenue loss necessitated modifying the State school aid proposal for the upcoming school year that had been released on February 27, 2020, but the total amount appropriated for K-12 State aid is essentially unchanged from the 2019-2020 school year. While districts should use the most recent State aid figures for planning purposes, that information is not final, but represents a proposal that could be modified by the Legislature when it considers the extended FY20 budget, which must be adopted by July 1, 2020 and the

FY21 State budget, which must be adopted by September 30, 2020. The NJDOE will provide more detailed accounting guidance after the appropriations act is adopted.

Continuity of Learning

Ensuring continuity of learning is critically important during this time of great stress for families, educators, and students. Elysian will work closely with all of our stakeholders to ensure decisions are made collaboratively, transparently and prioritize safely returning students to on site instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), and low income students.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Elysian will continue to meet our obligations to students with disabilities to the greatest extent possible, as outlined in the IEP. Students who receive in class support or resource room programming will engage in a hybrid program. Evaluations will be conducted in person, while IEP meetings will be held via zoom to minimize the amount of visitors to the building. All services would revert to remote instruction should the need arise.

Technology and Connectivity – Elysian will ensure that every student has access to a device and internet connectivity.

Elysian will:

- Conduct a needs assessment.
- Determine the number of students that will require school provided devices and or internet access in order to access remote education.
- Prioritize the purchase and roll out of devices and work on activity that may improve learning based on the results of the need assessment.
- Elysian is considering piloting software applications for web-based technology that will be used to stream lessons.
- In the event that remote learning must continue, the platforms we use including: Raz kids, ABCya, Discovery Ed, Dreambox, Khan Academy and others can assist districts and deliver instructions to students as efficiently and effectively as possible.
- Training and technical assistance – Elysian will provide training and or technical assistance to teachers, parents/guardians who are not experienced in the use of remote learning methods, including use of technology.
- Supports and outreach be made available for family members who are limited English proficiency or have a disability.

Curriculum, Instruction, and Assessments

In planning curriculum, instruction, and assessment for reopening, Elysian must 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 (NJSL). The NJDOE encourages districts to

develop plans that are innovative, cultivate a clear sense of shared purpose and goals, encourage collaboration among educators, and foster an effective partnership approach with students' family members and caregivers. Elysian will make every effort to stream on site teaching so that instruction can be provided on a real time basis for students at home learning remotely.

Areas for focus:

1. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
2. Assess,diagnose, monitor and evaluate student's skill and strategy use and provide acceleration support for those identified students.
3. Monitor students progress on grade appropriate assignment and address and adjust supports for teachers and leaders based on student results.
4. Use the NJCCCS to ascertain the most crucial standards to prioritize.
5. Use the curriculum guides and consider where to focus and spend the majority of time in each grade. Consider the additional levels of support the students might need in order to master grade level standards.

Virtual and Hybrid Learning Environment-Instruction

Elysian's instructional plan is flexible, promotes innovation, and will adapt to the changing learning environment, as may be necessary.

- Develop a shared understanding among staff, students, and families across grade levels regarding learning expectations and anticipated environment and expectations for interactions to ensure all students have access to high-quality instruction.
 - Engage staff, students and families in conversations regarding instruction.
 - Recognize the unique needs of early elementary, elementary, middle and high school students will affect how and when educators and students engage in learning experiences.
 - Understand how trauma and other challenges related to students social and emotional needs can impact learning
 - Partner with local library and community organizations and agencies to facilitate access to resources, tutors and safe spaces.
- Design for student engagement and foster student ownership of learning
 - Leverage student strengths
 - Consider fostering student voice and choice to promote engagement and independent learning.
 - Consider fostering student voice and choice to promote engagement and independent Learning
 - Used scaffolding to meet the unique needs of all students and accelerate learning without reducing or sacrificing grade level material.
 - Identify effective methods to differentiate student learning.
 - Provide effective feedback that helps students anticipate and be successful on next steps.
- Develop student metacognition.

- Incorporate time for self-reflection, pre-assessment at the start of the units, and formative assessments throughout units.
- Set reasonable expectations, build collaboration skills.
- Build in time to help students develop skills such as self-regulation, time management, goal setting and effective teamwork.
- Provide clear and flexible expectations for students

What to expect at Elysian:

Elysian Keeps Me Safe

- ***Social and emotional learning focused***
- ***Staggered scheduling***
- ***Supportive instruction and practice on safety routines that are taught and monitored***
- ***Small groups***
- ***Assigned places for belongings***
- ***Clear signage and procedures***
- ***Individual manipulatives and supplies***

Elementary Grades K-5

- ***Arrival***
 - ***I enter my designated entrance***
 - ***Welcome from staff***
 - ***Health screening questions***
 - ***Coat, backpack in my cubby/locker***
 - ***Clean my hands***
- ***Morning Meeting***
 - ***I sit in my designated spot to learn about my day at school, including ways to be safe***
- ***Whole group and small group learning***
 - ***We learn important reading, writing, math and social emotional skills***
 - ***We read from our own books and use our own laptops to grow our brains and continue learning***
 - ***We work together but sit apart***
- ***Lunch and Recess (if applicable)***
 - ***I clean my hands before lunch and after play***
 - ***I eat at my table but can talk to my friends***
 - ***We play activities outside that keep us apart, but we can still move and have fun.***
- ***Dismissal***
 - ***I clean my hands, pack my things.***
 - ***The teachers help me follow safety guidelines in the hallway***
 - ***I leave through my designated door.***

Professional Learning

Professional learning opportunities will be designed to adapt to altered educational environments and experiences.

Among the most critical focus areas are:

- Learning opportunities to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.),
- Preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.
- Share experiences – what is working and what needs tweaking – during weekly staff meetings.