

Golden Door Charter School



SCHOOL RE-OPENING PLAN FOR 2020-2021

GOLDEN DOOR CHARTER SCHOOL

**3040-44 Kennedy Blvd
Jersey City, NJ 07306**

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CURRICULUM SUPERVISOR: GRADE 5 THRU GRADE 8

Mrs. Diana Figueroa

ASSISTANT DIRECTOR

Mrs. Fanny Lopez

1. INTRODUCTION

The purpose of this plan is to provide re-opening plans to educate our students during the 2020-2021 school year. Golden Door is working with the New Jersey Department of Education and health officials to ensure that our protocols are in place and sufficient for the safety of our students and staff. As part of this plan, Golden Door must and will be prepared to provide instruction remotely in the unlikely event that we must close school once again for a period of time. In the event that the school must transition to 100% remote instruction, school wide, specific guidelines will be available in the school’s Response Plan for Health Related School Closure.

2. EQUITABLE ACCESS STATEMENT

The Board of Trustees shall provide equal and bias-free access for all pupils to all school services regardless of race, creed, color, national origin, ancestry, age, sexual orientation, gender, religion, disability or socioeconomic status. The Board of Trustees shall also ensure that the school’s curriculum and instruction are aligned to the New Jersey Student Learning Standards. While Golden Door Charter School recognizes that it might not be able to operate at full capacity, this plan will help the School in continuing to provide students with a high-quality education.

3. SCHOOL RE-OPENING COMMITTEE/PANDEMIC RESPONSE TEAM

In an effort to involve all stakeholders, the Re-Opening Committee will consist of representation from the following groups:

- o Administration
- o Teachers
- o Support Staff
- o Parents
- o Board members

GDCS School Re-opening Committee/Pandemic Response Team

Name	Title	Constituent Group	Subcommittees
Brian Stiles	Chief Academic Officer (Administration)	Administration	Co-Chair
Paul Velelis	School Business Administrator (Administration)	Administration	Co-Chair
Tabitha Madera	Curriculum Supervisor; PreK – 4 (Administration)	Curriculum; PK4 – 4	Curriculum Elementary
Diana Figueroa	Curriculum Supervisor; 5 – 8 (Administration)	Curriculum; Grades; 5 – 8	Curriculum 5 -8
Francesca Kobylarz	Pre-K Teacher (Primary)	Curriculum; Primary	Curriculum Elementary
Kristen Karavitis	Kindergarten Teacher (Primary)	Curriculum; Primary	Curriculum Elementary
Marietta Boscia	Kindergarten Teacher	Curriculum; Primary	Curriculum Elementary
Laurelei McLoof	4 th Grade Teacher (Elementary)	Curriculum; Elementary	Curriculum Elementary
Lisa Lupi	3 rd Grade Teacher (Elementary)	Curriculum; Elementary	Curriculum Elementary
Richard Kopp	7 th & 8 th Grade Teacher (Middle School)	Curriculum; Middle School	Curriculum 5-8
Julia Zaki	6 th Grade Teacher (Middle School)	Curriculum; Middle School	Curriculum 5-8
Eric Schafer	Gym Teacher (Specials)	Curriculum; Humanities/Technology	Curriculum Specials
Lindsay Kruk	Special Ed Coordinator	Curriculum; SpecEd	Curriculum SpecEd
Kathleen Figueroa	Special Ed Teacher (Special Ed)	Curriculum; Special Ed	Curriculum SpecEd
Keith Robbins	Special Ed Teacher (Special Ed)	Curriculum; Special Ed	Curriculum SpecEd
Frank Giallombardo	ESL Teacher (Special Services)	Curriculum; Special Services	Curriculum SpecEd
Fanny Lopez	Assistant Director (Administration- HIB-Student Info)	HIB/Behavior	Social/Emotional

Danielle Traina	Middle School Counselor	HIB/Behavior	Social/Emotional
Hector Mesa	Network Administrator (Technology)	Technology	Technology
Rosario Chie	School Nurse (Health)	Health/Wellness	Health/Screening
Carolyn Valdez	Office	Office	Health/Screening
Christine Lopac	HR	HR	Staffing/HR
Ryan Mooney	Facilities Supervisor	Facilities	Facilities
Ale Antonic-Narcisse	Parent	Parent; Elementary	Curriculum Elementary
Michael Murcia	Parent	Parent; Elementary	Curriculum Elementary
Lenda Ramos	Parent	Parent; Elementary	Curriculum Elementary
Angela Kraucak	Parent	Parent; Middle School	Curriculum 5-8
Latoya Grimes	Parent	Parent; Middle School	Curriculum 5-8

4. CONDITIONS FOR LEARNING

A. General Health and Safety Guidelines

GDCS will continue to comply with the Center for Disease Control and Prevention (CDC), state and local guidelines.

GDCS provides reasonable accommodations for staff and students at higher risk for severe illness, as defined by the CDC as follows:

- Are 65 years and older
- Have underlying medical conditions, particularly if not well-controlled, including:
 - Chronic lung disease
 - Moderate to severe asthma
 - Serious heart conditions
 - Compromised immune system
 - Severe obesity (body mass index of 40 or higher)
 - Diabetes
 - Chronic kidney disease undergoing dialysis
 - Liver disease
 - Hemoglobin disorder

See CDC website for further details:

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>

GDCS will continue to promote behaviors that reduce the spread of COVID-19 such as:

- Social Distancing
- Use of face masks when social distancing is not possible
- Frequent hand washing or use of hand sanitizer when hand washing is not possible

B. Classrooms, Testing, and Therapy Rooms

Golden Door Charter School contracted with Netta Architects to conduct a site investigation and measurement of its classroom spaces. Netta Architects put together an assessment of the investigated classroom interior conditions and development of students/staff occupancy and section plans in order to properly implement the CDC, state and local guidelines for social distancing.

All classrooms, testing areas and therapy rooms will follow all CDC guidelines and social distancing is possible. *As per the Governor's mandate on August 3, 2020, all students, staff members and visitors above the age of two years-old who are inside either of the school buildings must wear a face mask unless a medical issue is documented or an IEP team decision has been made.*

Face coverings are required to be worn by students whenever social distancing is difficult or impossible, unless it will inhibit the student's health. All staff members and visitors must wear a face covering at all times, unless it will inhibit the individual's health. GDCS will encourage individuals to provide/use their own personal face coverings. In the event that an individual does not have a face covering, a disposable face covering will be provided to them, free of charge.

GDCS has ordered age appropriate signage as a friendly reminder to all students, staff and visitors to socially distance, wash hands frequently and to wear face coverings in an effort to keep all of us, including our families at home, safer and hopefully prevent the spread of COVID-19.

GDCS has installed hand-sanitizing stations strategically throughout our buildings. Each floor of the school building has two permanent stations and one station by each of the two main entrances. Gallon size hand sanitizing jugs with pump dispensers will be provided to each classroom.

GDCS will include in students' daily schedule frequent times for students to wash their hands or use alcohol based hand sanitizer. While this will take place frequently throughout the school day, all students will be allowed time to wash or sanitize their hand before eating, after using the bathroom, and after blowing their nose/coughing/sneezing. The school has ordered and will display signage encouraging frequent hand washing and sanitizing.

GDCS is located on a two building campus. Both buildings were built prior to forced air heating and air-conditioning. The buildings are currently heated with steam heat and no central air conditioning in the classrooms. Air-conditioning is located in the gymnasium with vents that provide airflow to the third floor of the school building. Some offices are equipped with window air-conditioning units. An assessment of the

current air-conditioning systems will take place prior to the start of the school year to ensure they are safe to use. The buildings have well ample windows, all of which are fully functional and equipped with screens allowing an abundance of fresh air ventilation throughout the buildings.

GDCS will try to limit the use of shared items. The school will discourage sharing of items that are difficult to clean or disinfect such as pens, pencils, crayons, markers, toys, electrical devices, games, books, etc. School supplies will be organized in a way to minimize sharing of high touch materials to the extent possible. (e.g., assigning each student their own art supplies, equipment) or limit the use of supplies and equipment by one group of students at a time and clean and disinfect in between use. Students' personal belongings will be stored separate from others in clearly labeled desks, containers, cubbies and coatrooms.

C. Transportation.

Not Applicable to GDCS. Transportation is the responsibility of the sending district (Jersey City Public Schools).

D. Student Flow, Entry, Exit, and Common Areas.

Health Screening: The school has purchased 20 digital, no-touch thermometers that will be used to screen all students, staff members and visitors, daily, when entering the school buildings. The Administrative/Pre-k building has one entrance and the main school has four separate entrances. All five entrances used to expedite the screening process. The school nurse will oversee the screening. Screening will be conducted by various support staff who will be trained by the school nurse on exactly how to screen students, staff and visitors in a safe and respectful way.

Guiding the flow of movement inside and around the school: Physical guides (adhesive stickers) have been ordered and will be strategically placed throughout the buildings indicating the direction for the flow of foot traffic and social distancing reminders. In addition, signage/posters for walls, reception areas, doors and bathrooms have been purchased which will remind students, staff and visitors to remember to social distance at all times, wash/sanitize hands frequently and to wear face-covering when social distancing is not possible.

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

When to Stay Home: Parents will be informed of the signs of illness in their child(ren) and encouraged to keep them home when they are sick. Staff members will also be informed of the signs of illness and encouraged to stay home when they are sick or show signs of illness.

Screening: GDCS school nurse will refer students that are considered "high risk" to their medical provider to determine when school re-entry is permissible/recommended. The school nurse will monitor frequently the immunocompromised population and high-risk population.

COVID-19 Related Trainings: GDCS staff will participate in basic education/training in the following areas;

- Health and Safety Protocols from Safe School Training
- Basic Information on COVID-19
- Safe school training for all staff before September
- Ill Student/Staff FLOWCHART
- Use of PPE (including gloves, masks, face shields)
- Proper handwashing technique/New hygiene practices
- Staying home when sick
- What to do if feeling sick or someone in the family unit is ill.
- What to do is someone in the family unit has been tested/diagnosed with COVID-19

PPE: GDCS has placed orders for the following PPE items: assortment of face coverings/masks, gloves, hand sanitizers, sanitizing wipes, face shields, desk shields, no-touch thermometers, HEPA air purifiers for classrooms among other items.

Isolation Room: GDCS will be designated a large classroom that is fully equipped with a bathroom to be the new Nurse's office during the COVID-19 Pandemic. The room is large enough to divide into private sections for isolation if needed. A separate area of this room will be designated specifically for individuals showing symptoms of COVID-19.

Isolation Protocol. Room 107 will be the temporary Nurse's office with an isolation area. Other staff wearing appropriate PPE will monitor students in the isolation area until an authorized adult picks up the student. Students in isolation area will maintain 6 feet apart and wear a face covering/mask. Any GDCS employees and students who are waiting for COVID-19 results must stay home and must follow CDC guidelines for Quarantine and Isolation. Any students 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 symptoms of COVID-19, based on CDC guidance that is not otherwise explained.

The following symptoms will be considered as needing isolation:

- Fever 100.4 degree Fahrenheit or greater
- Cough
- Shortness of Breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain or aches
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue

- Nasal Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Signs and symptoms of MIS-C:
- Rash. Red eyes. Cracked/swollen lips. Red/swollen tongue. Swelling hands/feet. Stomach pain.

If the school nurse or any staff member deems that the student is in distress, based on a visual check the nurse or staff member will call 911 immediately. Symptoms prompting a call to 911 include, but are not limited to the following:

- Shortness of breath or difficulty breathing
- SPO2 <95% in a student without an underlying respiratory condition
- Persistent pain or pressure in the chest
- Confusion or change in behavior
- Altered level of consciousness
- Circumorally cyanosis or change in coloring to face and/or extremities
- Inability to wake or stay awake

Should the school nurse determine that a student should be sent home, she will contact the student's parent/guardian or emergency contact. Pick up will occur within one hour of contact. The GDCS school nurse will provide the parent/guardian or emergency contact with written instructions regarding the need to home isolate and/or visit their primary health care provider. GDCS will suggest to the parent/guardian/staff to call hotline number 1-800-962-1253 or dial 211 if testing for COVID 19 is warranted and for further recommendations PRIOR to going to the doctor unless it is a medical emergency. GDCS will communicate and monitor developments with the Jersey City Health Department by phone or any COVID-19 positive student and staff at GDCS. GDCS will help in Contact tracing. GDCS will follow the New Jersey Department of Health communicable disease service general guidelines for the control of outbreaks in the school and any child-care settings. GDCS will communicate with employees and families regarding cases and/or exposures and updates to policies and procedures by either phone, e-mail, mail or notice.

Returning to school/work after COVID-19. GDCS will follow all CDC, state and local guidance when a student or staff member has recovered from COVID-19 and is able to return to on-site learning or work. In all cases, a medical provider's clearance is needed prior to a student or staff member returning to on-site learning or work. In addition, the school will refer to the school's doctor for standing orders for student health conditions. In addition, the school will follow the CDC's suggested strategies for clearance to return to work/school:

1) Symptom-based strategy

- At least 10 days have passed *since symptoms first appeared* and
- At least 24 hours have passed *since last* fever without the use of fever-reducing medications and

- Symptoms (e.g., cough, shortness of breath) have improved

2) Test-based Strategy

- Resolution of fever **without** the use of fever-reducing medications and
- Improvement in symptoms (e.g., cough, shortness of breath), and
- Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected ≥ 24 hours apart (total of two negative specimens)

F. Contact Tracing

GDCS recognizes the importance of being able to identify those who have been exposed to people who have tested positive for contagious diseases, including COVID-19. All GDCS administrators, school safety specialists, counselors, nurse and any other staff member deemed appropriate will participate in the John Hopkin’s University’s COVID- 19 Contact Tracing Course for training and knowledge in contact tracing. GDCS will communicate and monitor developments with the Jersey City Health Department by phone, if there is a known contagious disease including COVID-19 present at GDCS. Contact Tracing will begin after contacting the Department of Health.

G. Facilities Cleaning Practices

Cleaning Procedures Manual: A detailed procedure manual with daily schedules will be maintained documenting increased cleaning and disinfection; targeted areas to be cleaned, including frequently touched surfaces and object and frequent sanitation of bathrooms; and methods and materials to be used.

Daily Cleaning

Custodial staff will continue to conduct daily cleaning and disinfecting of all common touch areas, furniture, and other surfaces in all areas of the buildings.

□ *Classroom Cleaning:*

- Wiping down all surfaces including desk shields, desks, tables, chairs, doorknobs, windows, walls, chalk/white boards, garbage/recycle containers and other areas.
- Dusting all walls, ceilings, computers, shelves, ledges, projectors, ceiling fans, and other areas.
- Sweeping and wet mopping floors.
- Wiping down windows.

□ *Bathroom Cleaning:*

- Wiping down all doors, garbage containers, urinals, toilets, sinks, mirrors, dispensers, windows, walls, and partitions.
 - Sweeping and wet mopping floors.
 - Hallway/Stairwell Cleaning:
 - Wiping down all water fountains, walls, hand railings, doors, windows, and doorknobs.
 - Dusting all ledges, window frames, walls, ceilings, and other areas.
 - Sweeping and wet mopping floors and stairs.
- *Playground Cleaning:*
- When the playground is used by staff/students during the day; it will be disinfected after each use.
 - Once all staff/students have left the playground area, the custodial staff will begin disinfecting the playground utilizing the Victory Sprayer with BruTab6S.
 - The disinfecting of all playground equipment/surface areas will take a minimum of 30 minutes. During that time no staff or students will be permitted onto the playground.
 - After this has been completed by the custodial staff and the BruTab6s has had the required time to properly disinfect all playground equipment/surface areas; the next group of staff/students may enter the playground.
- *Daily Disinfecting:*
- After daily cleanings have been completed, disinfectant will be sprayed on all surfaces and common touch areas using Enviro Solutions Neutral Disinfectant ES364.

Cleaning Schedule

- Custodial staff will conduct cleaning and disinfecting of all hallways, stairwells, doorknobs, water fountains, and bathrooms on an hourly basis beginning at 8:00am.
- Classrooms will be disinfected throughout the school day when the rooms are unoccupied and time permitting.
- If a classroom will be unoccupied during the school day for more than 40 minutes, the custodial staff will enter the classroom for cleaning and disinfecting. After school has closed for the day, the custodial staff will begin daily cleaning and disinfecting of the buildings.

Additional Precautionary Cleaning

- Schools will be closed on Fridays for a deep cleaning of all areas and surfaces in the buildings.
- Custodial staff will conduct team cleaning throughout the buildings. [See Section (1)]

- After each area of the building has been cleaned, an additional disinfectant will be applied to all areas/surfaces: Brulin BruTabs6S with Victory Sprayer.

Cleaning Chemicals

- Enviro Solutions: ES364 Neutral Disinfectant
 - This neutral disinfectant is suitable for use in schools, hospitals, medical and dental offices, nursing homes, fitness facilities, and public restrooms. It is a broad spectrum anti-bacterial, virucide and fungicide. It is effective against COVID-19, Norovirus, Hepatitis B, Chlamydia psittaci, Herpes Simplex Type 1 & 2, MRSA, Influenza, and HIV-1 and a variety of other diseases or bugs.
 - ES364 has a 5-minute dwell time for disinfecting.
 - EPA Registered

- Brulin: BruTab 6S
 - BruTab 6S has demonstrated effectiveness against viruses on hard, non-porous surfaces and can be used against SARS-CoV-2 (COVID-19).
 - It is a bleach alternative in effervescent tablet form. 6S = Strong, Surface / User friendly, Stable, Sustainable, Simple and Smells clean. Effective against a broad range of microorganisms.
 - EPA Registered

Staff Member/Student Go Home Sick

- Staff and students will be instructed to leave the area(s) that were occupied by the person who was ill.
- Custodial staff will enter the area and begin cleaning.
- Once the daily cleaning has been completed disinfectant will be applied. After the disinfectant has dried, staff and students will be permitted to reenter the area(s).

See CDC website for further details:

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>

H. Meals.

On-site Service: There will be no family style, self-serve or buffet meal service offered during the COVID-19 crisis. All student meals will be prepared onsite and served in classrooms for students participating onsite via the Hybrid Model. As a part of our safety protocols, all food service workers will be wearing FDA APPROVED face shields, facemasks, and gloves. All food service individuals are required to wash their hands with soap after removing their gloves or after directly handling used food service items. All employees are temperature screened and service areas are frequently sanitized. This scenario is for students to ONLY eat in the classroom. This option

allows students to order their meals and have them delivered to their classrooms. Teachers will compile student meal choices by a predetermined time. Daily and meals will be delivered to classrooms in a thermal tote. Students will be given a choice of ordering a hot meal or cold meal each day. In addition, garbage cans will be strategically placed so that custodial staff can remove waste products on a consistent basis.

Off-site Service (Hybrid): For the three days per week those hybrid learners are not onsite, students will be given the option to take meals home for the next day(s).

Off-site Service (100% Remote Instruction): For students who chose the 100% Remote option, they will be asked to notify the school if they would like to pick up meals each Monday. A container or box with five days' worth of meals will be prepared accordingly. In that event, grab-and-go meals will be made available for students to pick up at the security desk.

Recess/Physical Education (PE)

PE classes will take place as part of our hybrid (on-site) model as well as our 100% remote instructional model.

100% Remote PE Instruction. Mind body fitness, physical fitness, and living an active, healthy lifestyle. Pre-recorded lessons and live lessons demonstrating exercises and workouts posted to google classroom for remote instruction students.

- Mind body fitness: beginner's yoga and mindfulness meditation
- Physical fitness: dynamic exercises, isometric exercises, aerobic exercises, and bodyweight exercises.
- Active lifestyle: stress the importance of students remaining active, eating healthy and reducing stress/anxiety levels.

Hybrid On-site PE Instruction. Hybrid in-person PE classes for the fall will include individual participation with students spread out six feet from each other in the gym and outside space when available. Use of equipment will be limited and avoided if possible. PE classes will consist of callisthenic warm-ups followed by some type of fitness regimen, activities, or programs based on movement and incorporated spatial awareness practices. Fall instruction will focus on fitness and wellness. Students will be as active as possible in the fall due to sedentary behavior at home during quarantine. A staggered schedule will be implemented in order to accommodate all three PE teachers' classes.

Frequent cleaning and disinfecting will take place throughout the day, ideally after each PE class.

In accordance with guidance from the NJDOE and the CDC, Golden Door Charter School will include the following considerations for recess in its Re-opening Plan:

Supporting a Safe Recess Period. All recess monitors will be trained in monitoring students during free-play to ensure a safe environment. Staff will be on the lookout for behavior that may be different because of the COVID-19 pandemic. Students may be more

aggressive or withdrawn and have a diminished ability to self-regulate. These are all behaviors that will be addressed with the students and staff regularly, in coordination with the school counselors.

Recess Schedule. Recess will take place in staggered shifts beginning at 9:00am-2:00pm. Once the academic schedule is finalized, the recess schedule will be created. If multiple groups are outside, a ten-foot distance will be maintained between groups. If two classes are in the gym at the same time, the curtain separating the gym will be used. The three recess areas will be

- 1.) Playground
- 2.) Outside of school in walkway
- 3.) Gymnasium

Class Segregation. Recess will be segregated by class to minimize the spread of Covid-19. The smaller class sizes will also help with management and following social distance recommendations. This will also reduce potential exposures between students.

Green Spaces. Green spaces will be designated for “mask-free” play. Students will be aware as to which spaces are considered “green.” When sitting on the picnic benches, masks must be worn.

Recess Equipment. Each class cohort will have its own bag of recess equipment. Each bag will consist of soft balls, jump ropes, corn-hole etc. Daily routines for cleaning this equipment will occur at the end of the day before the teacher leaves. A spray disinfectant (Lysol) will be used and each class will go to recess with two mesh bags. One that is labeled “CLEAN” and one that will be labeled “NEED TO BE CLEANED.” According to the CDC, “it is not practical to disinfect entire large playground structures, and it is not proven to reduce the risk of Covid-19 to the public (CDC guidelines). The focus will be on cleaning metal “high touch” surfaces where hands make frequent contact like pull bars and side railings etc. Students will not be allowed to bring any equipment from home.

Recess Activities. We will be creative when giving suggestions for recess activities. Games that limit physical contact will be facilitated. Some suggested games are, but not limited to:

- Relays
- Walking clubs
- Dance competitions
- Jump rope competitions
- Chalking

Students will be involved in the planning and organizing of recess activities.

Transitions to and from Recess. All transitions will be monitored by a staff member to ensure that social distancing guidelines are followed.

Access to Bathrooms and Water during PE and Recess. Students will be asked to bring water bottles from home that are clearly labeled with their name. Students will not be allowed to re-enter the building without supervision. Bathroom breaks will occur after the

class re-enters the building. If an emergency arises, the student will be able to enter the building after the security guard is alerted.

Hand Washing/Sanitizing. Students will be required to use hand sanitizer before and after PE classes and recess. All students will also be required to wash hands with soap and water after outside playtime (recess and PE)

I. Extracurricular Activities and Use of Facilities Outside of School Hours

Extracurricular Activities. GDCS will not implement any extracurricular activities during the COVID-19 crisis. or allow any use of facilities outside of school hours.

Use of Facilities Outside of School Hours. Currently, GDCS facilities are not scheduled for use during the COVID-19 pandemic. If, by some chance, any external community organizations use our facilities, they will be required to follow GDCS's procedures and health & safety protocols.

J. Social Emotional Learning (SEL) and School Climate and Culture and Multi-Tiered Systems of Support (MTSS)

For anyone in education, the phrase “Back to School” usually brings on a host of emotions and feelings. The promise of new beginnings, anticipation for what lies ahead, happiness in seeing our friends again and excitement in buying and organizing new school supplies brings joy to students and teachers alike. Unfortunately, school year 2020-2021 will bring on feelings that are much different from any other year. Not only will students, families, and staff be returning to a learning environment which looks differently than ever before, feelings of heightened stress, trauma, fear and anxiety due to the Covid-19 pandemic and recent racial injustice events, will be experienced by all involved. Families will be opting to keep their children home for remote learning and for those families; the idea of not “coming back to school-home” is sad and overwhelming. Our school has continued response to this crisis will continue to define us as a place where love, hope, care and stability exist.

According to The Collaborative for Academic, Social and Emotional Learning (CASEL), “We believe that supportive learning environments can empower our students and staff to deepen their social and emotional competencies in which they can process, heal and thrive.” (SEL Roadmap to Reopening Schools) It is with this promise in mind that the Golden Door Charter School is dedicated to using Social and Emotional Learning (SEL) as a way to “process, heal and thrive.” Through the teachings and practices of SEL, our School Culture and Climate will be stronger and continue to provide the support, security and high academic standards our school families have come to expect from us.

What is SEL? Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (Wendy Turner). Any school that attempts to open without addressing the SEL needs of the staff and students will not be successful.

What is MTSS: Multi-tiered Systems of Support (MTSS) was designed to address different levels of support for all students based on intensity. Students will receive interventions at appropriate levels depending on their SEL and academic needs. When addressed appropriately, the implementation of MTSS helps to maintain positive school environments and in turn, helps support our desired school culture. There are three tiers of proactive intervention where students will be placed:

- 1.) Tier 1: Majority of students
- 2.) Tier 2: Small Group of Students
- 3.) Tier 3: Individual Students (Individualized support for students who have not responded to Tier 1 or Tier 2 interventions)

The Golden Door has established four (4) goals to guide us into the re-opening of our school through in-person learning and remote learning.

Goal I: Identify students who are at risk of achieving lower levels of academic success and higher levels of emotional stress, trauma, and anxiety. Using The New Jersey SEL Competencies and the framework from Multi-tiered Systems of Support (MTSS) as guides, the staff will create opportunities for the students to successfully address and manage all areas of concern, regardless of the intensity of needs.

- **First Week Meetings with Identified Students:** When the staff created class lists for the school year 2020-2021, a sub category was added to identify students who had a difficult time with remote learning. These difficulties were academic or emotionally based. A master list will be created and these students will be met with during the first week of school. Discussions will revolve around what went on during remote learning in the Spring, what factors prevented academic success, what issues prevented focus, stressors regarding environment and community factors, and anything else the student would like to discuss. Once this meeting takes place, the facilitator will contact the student's teachers and offer suggestions and assistance. Any student who is on remote learning will also have a scheduled meeting through ZOOM during the first week of school.
- **MTSS:** Once the school year begins, our staff will meet by grade level and discuss the criteria for the three tiers of intervention. We will devise the criteria for each of the three tiers and place students according to their needs. This will be done in conjunction with our SEL efforts and academic supports.
- **Relationship Mapping:** Nothing is more important in a student's life than a positive relationship with a caring, concerned adult. Having a positive connection with at least one adult on the school level can have incredible benefits that include "reduced bullying, lower depression rates and improved social and emotional capacities." (Harvard Graduate School of Education)

We will not be leaving these relationships to chance. Beginning the school year 2020-2021, Golden Door Charter School will begin the implementation of "Relationship Mapping." This process will ensure that every child in our school is well known by at least one adult in the building. Using this strategy, we will identify students who do not have a positive

connection with the adults in school. This will be done during grade level meetings. Students will be matched with an adult in the building who will serve as a “supportive mentor.”

- **Perceived Stress Scale:** In order to collect and analyze important data and properly address the students’ stress caused by the global pandemic, social injustices, and other negative life events, The Golden Door Charter School will be administering the *Perceived Stress Scale (PSS)*. This screening tool (10 questions) will be administered to all students in grades 3-8 and will measure perceived stress. Results will be analyzed by our staff and in conjunction with Rutgers University Behavioral Health Care SEL Program.

Goal II: Re-establish relationships and support the mental health of our students through SEL. Golden Door Charter School prides itself on the beauty of the relationships that are formed and nurtured within our walls. During the COVID -19 pandemic, our world was turned upside down in a very short period of time. This created an atmosphere of fear uncertainty, stress and anger. Golden Door Charter School is a place where students feel valued and welcome. For many months, this safe-place was non-existent and the only connection we had with each other was through a screen or over the phone. As a school, we are dedicated to making it a priority to re-establish relationships and address the difficulties the last four months have brought on. Through our character education program and daily check-ins, we will re-establish and re-connect with our students. Our lessons will be designed to address the specific needs of the students in our care. This will be done for students who participate in school and remote learning.

The following points will be addressed school-wide:

- **Restoring a Sense of Safety:** This will be addressed through school-wide efforts and obvious displays and practices through-out the school. Maslow’s Hierarchy of Needs will be referenced in training with our staff.
- **Transition Delegation:** During the pandemic, our sense of calm and routine was taken from us. This will be addressed in a purposeful manner. A Transition Delegation will be established to work together to draft a shared vision for this school year based on our social and emotional needs. This delegation will consist of the Assistant Director, Student representatives from grades 4-8 and other support staff. The delegation will meet on a weekly basis to discuss the School’s SEL strengths and ways our challenges may be addressed (CASEL Guide to School-wide SEL)
- **“Stronger Together: Golden Door Can Do It”:** Self/Community Efficacy is the belief that we as a community will do what needs to be done to be successful. This is something that will require “buy-in” from all stakeholders. The Transition Delegation will work on supporting and advertising this idea through motivational announcements, posters and messages left around the school.

Goal III: Design opportunities to fully support social and emotional needs of the staff. Create opportunities for staff to connect, heal and be empowered. According to a recent study done by the Yale Center for Emotional Intelligence, over 5,000

teachers were asked to identify their strongest emotions when they hear about the Covid-19 pandemic. The overwhelming emotions they felt were *anxious, fearful, worried, overwhelmed* and *sad*. (edsurge.com) Creating a nurturing environment to staff is just as important as creating one for students. Adult SEL is a “proactive approach to mitigating conflict, stress, mental health issues and burn out.” (movethisworld.com)

We are fully committed to addressing our staff needs and supporting their emotional skills by doing the following:

- **Addressing Needs:** Administer a “Staff Needs Assessment” to be completed the first week in August. This will give the Administration time to formulate a plan before our school re-opens. This survey will be open ended, and include questions on “perceived stress levels and causes.”
- **Free Webinars for Staff:** Free webinars will be offered on Self Care “Foundational for Squashing Stress and Increasing Impact.” (Provided by the founder of Constant Love and Learning)
- **Staff Self Check-in:** A “How are You Doing”, Mental Health Board will be displayed where the teachers sign in.
- **Emotional Intelligence Charter:** The creation of “An Emotional Intelligence Charter” created by the staff. The charter will reflect agreed-upon feelings and behaviors of the members of our learning community. The charter is a working document. It will evolve as our learning community does. This type of document will place a greater focus on all adults’ emotional well-being.
- **Continued Professional Support:** Our School’s psychologist will be made available for staff to discuss issues of their choosing on an as-needed basis.
- **Grade Level Meetings:** We will continue weekly grade-level meetings (in-person or virtually) to discuss staff “Grows and Glows” for the week.
- **Pre-service Professional Development:** Pre-service PD workshops will be offered by the Coordinator of the Rutgers University’s Behavioral Research and Training Institute’s Social Decision Making Program. These workshops will focus on strengthening SEL skills by grade span (Pre K and Kdg, 1st through 4th, 5th through middle school)

Goal IV: Strengthen Remote Learning and communication to be supportive and intentional in its efforts to support SEL for staff, parents and students.

- **Communication:** Communication with parents should be more streamlined and predictable. Parents should know where to find and when to expect updates from the school’s teachers and staff.
- **Clear Boundaries:** Guidance on clear boundaries will be established and shared with the parents of our students. Regular office hours should be established and honored.
- **Tutorials:** Pre-recorded video tutorials will be provided to parents addressing several topics.

- **Classroom/Virtual Communities:** Staff will be intentional in creating classroom rituals, morning meetings and celebrations in order to strengthen classroom community.
- **Workshops for Parents:** A virtual workshop will be offered by the Coordinator of the Rutgers University’s Behavioral Research and Training Institute’s Social Decision Making Program in early September.
- **Website Hub:** The creation of a strong website hub, filled with resources that are specific to parents, students and staff.
- **Help Desk:** A “Help Desk” form has been created and will be added to our website. The counselors will have established virtual “office hours” and in-person “office hours.” Students and families can ask for help in the following areas:
 - Academic (Homework)
 - Organization
 - Social and Emotional issues
 - “I need a virtual hug”
 - “My family needs help”
 - School supplies
 - Lunch/Resources
 - Other

- **Additional E-mail for Students:** Students will be asked to create an email for communication purposes between staff and students. The problem with their existing email addresses through G Suite is that they do not allow the teachers to respond back to students at this time.

- **Sunshine Corner:** Create the “Sunshine Corner”: This area on our website will host all of our School’s amazing news. It will include, but not limited to:
 - Student of the Week
 - Good News from School
 - Virtual Champs (students who work hard while on virtual learning)
 - Student and Staff Birthday (with permission)

- **Credible News Sources:** Provide updated credible news outlets for students and families
 - <https://www.nbcnews.com/nightlykids>
 - <https://www.nymetroparents.com/article/CNN-and-Sesame-Street-to-Host-Coronavirus-Town-Hall-for-Families>
 - <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>

- **PSA(Public Service Announcements)**
 Students will record public service announcements on different topics including proper hand-washing, how to social distance, how to remain connected when you are six feet apart and how to properly wear a mask. These videos will be

posted to the School's website.

- K. *Quality Child Care*. GDCS recognizes that childcare will be needed as we reopen, particularly due to our modified hybrid school schedule. GDCS is in the planning stages of providing on-site childcare services to the families of enrolled students during the hours students are not involved in on-site instruction. Social distancing and space issues will be the main issues to address prior to implementing a childcare program on site for our families.

5. LEADERSHIP & PLANNING

Scheduling

Recognizing the importance of in-person instruction for all students and in order to best accommodate our parents' work schedules and respect their possible trepidations about sending their child(ren) back to school for on-site learning prior to a proven and effective COVID-19 vaccine being available for the community, we have provided two instructional options for the parents of our enrolled students. Following is a brief description of the scheduling for two instructional options;

1. 100% Remote Instruction. This is for students whose parents opt their child out of on-site instruction/learning. If a parent opts their child out, their child will not participate in *any* on-site instruction until further notice (prompted by the School) and will receive *all* instruction remotely. Parents who choose this option will be required to notify the school of their decision when completing the *Registration Addendum*.
2. Hybrid. This is a combination of remote learning and on-site instruction/learning. This model will consist of two groups per homeroom; "*Group A*" and "*Group B*". The following schedule will be used:
 - Group A
 - Monday & Wednesday will be on-site learning/instruction
 - Tuesdays, Thursdays and Fridays will be Remote Learning/Instruction
 - Group B
 - Tuesdays & Thursdays will be on-site Learning/Instruction
 - Mondays, Wednesdays and Fridays will be Remote Learning/Instruction

Upon registration or re-registration, parents are required to complete an addendum to the 2020 registration which gives parents the opportunity to choose between the two instructional models. While changing programs after the registration addendum has been

completed is *strongly discouraged*, should a parent decide to change from one instructional model to the other, they must complete a written change to the registration and submit it to the main office as soon as possible. All program changes will take place at the very beginning of a given quarter. Changes mid-quarter will not be permitted. The GDCS Board of Trustees will approve an official Board policy outlining the two instructional models and the guidelines for parents to choose a particular program during the September Board meeting.

Regardless of 100% Remote Instruction or Hybrid Instruction, GDCS will follow its 2020-2021 Board approved school calendar which allows for 190 instructional days with five days worked into the calendar for unforeseen closures (typically snow days). GDCS is scheduled for a minimum of 185 school days during the 2020-2021 school year.

For detailed schedules for each instructional model by grade span, please see Continuity of Learning-Curriculum.

Unique Needs of Each Employee

GDCS will make an effort to accommodate staff members at risk/vulnerable for severe illness considered by the CDC to include the following:

- Are 65 years and older
- Have underlying medical conditions, particularly if not well-controlled, including:
 - Chronic lung disease
 - Moderate to severe asthma
 - Serious heart conditions
 - Compromised immune system
 - Severe obesity (body mass index of 40 or higher)
 - Diabetes
 - Chronic kidney disease undergoing dialysis
 - Liver disease
 - Hemoglobin disorder

See CDC website for further details:

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>

Access to Technology

GDCS staff will be provided with the necessary technology to communicate remotely and provide the approved curriculum/program instruction remotely.

Social and Emotional Health for Staff

GDCS will provide mental health care resources and coping strategies for staff members who are experiencing stress, fear, and anxiety from the CoVid19 pandemic.

- Lynne Olsen McAuley, Ph.D., Clinical and School Psychologist
- *Employees: How to Cope with Job Stress and Build Resilience During the COVID-19 Pandemic*

<https://www.cdc.gov/coronavirus/2019-ncov/community/mental-health-non-healthcare.html>

- *What Workers and Employers Can Do to Manage Workplace Fatigue during COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/managing-workplace-fatigue.html>

Childcare Concerns

Instructional offerings will vary from district to district. With this, each district will follow very different schedules, creating a domino effect that could, and most likely will, affect our employees who have school age children in their home. GDCS is looking into offering on-site childcare for our staff members, provided by an outside provider. This offering, if made available, will take place on-site, but separate from our enrolled students.

Health Screenings for Staff

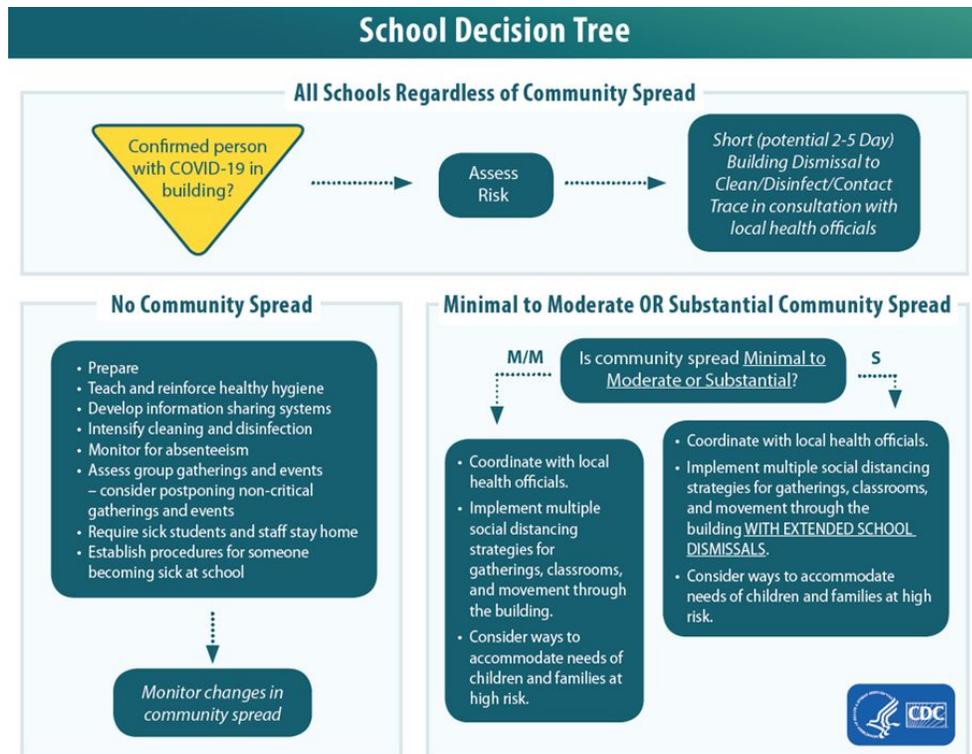
GDCS staff will be encouraged to participate in regular health screenings for symptoms throughout the school day to quickly identify signs of illness and help reduce exposure. Staff will also be encouraged to self-monitor symptoms throughout the day. Any staff member who develops symptoms must notify their Healthcare Provider and the School Nurse immediately.

Hygiene

GDSC staff will be encouraged to follow routine hand hygiene including handwashing and sanitation breaks during and between classroom activities, teach/reinforce with students handwashing with soap and water for at least 20 seconds and the safe use of hand sanitizer that contains at least 60% alcohol.

Handling a Staff Member Suspected/Confirmed Positive Case(s) of COVID-19

- Staff member(s) will contact their Healthcare Provider and report to the School Nurse if they have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 14 days in a manner that is consistent with applicable law and privacy policies, including with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).
- The School Nurse will respond to COVID-19 concerns, assess the situation and will help coordinate next steps with the staff member, GDCS and local health authorities regarding positive COVID-19 cases.
- **How should schools prepare for, and respond to, COVID-19? – See the School Decision Tree Graphic Below.**



Return to School/Work Policy of GDCS for Persons with COVID-19 who had symptoms

- See Section 5.4 GDCS Return to School/ Work Policy
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

Families First Coronavirus Response Act: Employee Paid Leave Rights

- The **Families First Coronavirus Response Act (FFCRA or Act)** requires certain employers to provide their employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19.[1] The Department of Labor’s (Department) Wage and Hour Division (WHD) administers and enforces the new law’s paid leave requirements. These provisions will apply from the effective date through December 31, 2020.
 - The FFCRA requires two weeks (but no more than two weeks) of paid sick leave for employees who, are unable to work or telework and are:
 - 1) **Quarantined or isolated by a governmental agency**
 - 2) **Quarantined or isolated by a health care professional; or**
 - 3) **Symptomatic and seeking a diagnosis.**

See the link below for the full policy:

<https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave>

Travel Advisory and Travel Restrictions to or from New Jersey

- New Jersey welcomes travel to and from our state. However, to save lives and prevent the spread of COVID-19, the State has issued an incoming travel advisory that all individuals entering New Jersey from states with a significant spread of COVID-19 should quarantine for 14-days after leaving that state.

See the link below for further details – *information listed on this webpage is subject to change and is updated regularly:*

<https://covid19.nj.gov/faqs/nj-information/travel-information/which-states-are-on-the-travel-advisory-list-are-there-travel-restrictions-to-or-from-new-jersey>

□ *Athletics*

- Not Applicable. GDCS is an elementary school and not a high school. GDCS does not participate in an organized athletic program.

6. POLICY & FUNDING

This section addresses the details of state aid, purchasing guidance as well as federal and emergency assistance.

State Aid notices were made available for schools in early July. Our state aid figures match the preliminary figures sent out in March; however, it is anticipated that when final figures are released this fall that there will be a reduction in aid statewide. The School will make every effort to contain costs where possible while also considering the needs of its students.

Besides State Aid, the School has been allocated federal funding grants in the form of the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA). ESSA funds will be used to pay for such things as behavior modification, paraprofessionals, afterschool tutoring and Chromebook among other initiatives. IDEA funds will be used to pay for services related to special education such as OT/PT, speech and school social worker. Both grant applications have been submitted to the State for the 2020-2021 school year; however, they may end up being amended at some point in the event of emerging/changing needs during these unprecedented times.

In addition to state aid and federal grants (i.e. IDEA or ESSA), the School has been allocated *emergency* funding in the form of the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act. This funding source includes, but is not limited to, continuing to provide educational services such as remote learning while schools remain closed for in-person instruction, and developing and implementing plans for the return to normal operation. The school has created its allocation on the EWEG system within NJ Homeroom to address such

items as PPE, additional Chromebook for remote/onsite learning, cleaning services and ESL, but this is subject to change via amendment as needs may arise. The School will also explore additional emergency funding sources through FEMA if and where possible.

It is the mission of the Business Office to obtain the highest quality goods and services at the lowest prices and to secure the goods and services in accordance with the procurement laws of New Jersey and acceptable business practices. The purchase of goods and/or services by a board of education is governed by state statutes, administrative code and board policy. New Jersey State Law (18A:18A-2(b)) assigns the authority to the purchasing agent to make purchase for the board of education. The Purchasing Agent is the only individual in the school district that has the authority to make purchases for the board of education. All requests for purchase of goods and/or services must be made through an approved purchase order signed by the Purchasing Agent. A purchase order, pursuant to State Law, is a document issued by the Purchasing Agent authorizing goods or materials to be ordered for the school district or work/service to begin. No goods or materials may be ordered or work/service be authorized to begin by any other individual in the school district other than the Purchasing Agent.

7. CONTINUITY of LEARNING

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

Golden Door Charter School is committed to providing students with disabilities the appropriate modifications, accommodations, and related services to the greatest extent possible, through hybrid and/or 100% remote learning.

- Upon returning to school, students with disabilities will be assessed informally and formally to determine present levels of academic achievement and functional performance. IEP or 504 Plan teams will meet, as necessary, to determine whether critical skills were lost during the period in which remote learning took place. The IEP or 504 plan teams will determine if there is a need for compensatory services to be provided to address any learning deficits. With this in mind, Golden Door Charter School will consider any learning deficits when providing modifications and accommodations. Our goal is to provide students with disabilities the resources they need in order to succeed, whether they are on-site or learning remotely. For this reason, the special education teachers will provide additional accommodations and modifications as they see appropriate.
- Related services (Occupational Therapy, Speech, and Counseling) and ESL services will be provided both on-site and remotely for students participating in hybrid learning. Students will be required to wear masks in therapy and counseling rooms if social distancing cannot take place. Therapy and counseling rooms will be sanitized before and after each session. If students are participating in 100% remote learning, related services will be provided remotely to the greatest extent possible via Google Suite, Zoom, and Doxy.me.

- o Students with disabilities who will be participating in hybrid learning will be required to wear masks when social distancing cannot take place. Parents will be required to provide documentation if a student is unable to wear a mask due to a medical condition. Special education teachers will provide instruction on the use of PPE, as well as model the use of PPE and social distancing. The following will be considered if students have sensory needs:
 - Tape on floor around the desk/area that they don't have to wear a mask, but if they leave that area they must wear a mask
 - Incentives for students wearing mask correctly/certain amount of time
 - For older students, post reminders/posters for how to correctly wear masks and wash hands properly
 - When creating new IEPs, add goals for PPE (if necessary)
- o The Child Study Team (CST) will meet virtually before the start of the 2020-2021 school year to plan initial evaluations that were postponed due to the Covid-19 pandemic. CST meetings will take place on-site if the IEP team feels comfortable meeting in person. The option for phone and video conferences will be available when members of the IEP team do not feel comfortable meeting in person. CST evaluations will take place on-site, and both the students and evaluators are expected to wear masks when social distancing cannot take place. Any manipulatives used during the evaluations will be sanitized before and after use. The CST will research virtual evaluation options if students and/or evaluators are uncomfortable completing the evaluation on-site. Due to the delay in CST evaluations, students who were referred the previous school year, and who are referred during the 2020-2021 school year, will receive appropriate accommodations in the general education setting.
- o It is important that parents are provided communication on a regular basis throughout this pandemic. Before students return to school, Golden Door Charter School will provide parents of students with disabilities the appropriate school day schedule for both hybrid and 100% remote learning, as well as any PPE and social distancing expectations. This will allow the students to prepare and become comfortable with the new schedule prior to returning to school.

□ *Technology and Connectivity.*

All students will participate in remote learning during a typical week throughout the COVID-19 pandemic. The model each parent chooses (Hybrid or 100% Remote) will determine the amount of time that a student spends in remote learning. Regardless of the model, remote learning is required and with that technological requirements will be necessary in every home. This includes access to a device and internet connectivity. In order to ensure that all students have the required technology in the home GDCS will send out periodic surveys in order to determine the technology needs each student has and will use the survey results to ensure all students have the necessary devices and connectivity. GDCS has ordered new Chromebooks to ensure all students have the

required device available to them in their home for remote learning. 4G Hotspots are available to all students via T-Mobile for families in need internet connectivity while remote learning is taking place due to the COVID-19 pandemic. Cameras and microphone kits are being secured for use in Hybrid instruction (*on-site and remote dual functionality*) allowing for real-time live streaming instruction to take place on a daily basis.

□ *Curriculum, Instruction and Assessments*

Hybrid Model Preschool-Grade 4

Students in preschool to grade 4 will follow an alternate day’s schedule, with half of the class attending school on A Days and the other half attending on B Days. During on-site learning days, students will follow a normal day’s schedule. Students on remote learning, whether registered in a hybrid model or fully remote, will participate in Google Livestream lessons in real-time and independent practice materials. This model will allow for class size to decrease by half while maintaining lesson pacing for instruction.

Hybrid PRESCHOOL Sample Schedule On-site:

Period	Time	Subject
	7:55 – 9:00	Prep (Teacher Prep)
Arrival	9:00 – 9:15	Parent Drop off at front door with assistants
1 st Period	9:15 – 9:30	Free Choice
2 nd Period	9:30 – 10:00	Morning Meeting/Play Plan* (multi-tiered support)
3 rd Period	10:00 – 10:45	Make Believe Play
4 th Period	10:45 – 11:15	Gross Motor
5 th Period	11:15 – 11:30	Large Group Literacy*
6 th Period	11:30 – 11:45	Math/Science*
	11:45 – 12:00	Packing Up
Dismissal	12:00 – 12:20	Grab-n-Go Lunch/Dismissal
Remote Learning	12:20 – 12:45	Lunch
Remote Learning	12:45 – 1:30	Teacher Prep
Remote Learning	1:30 – 3:25	Small Group Remote Instruction*

*Indicates Google Livestream Lesson for Remote Learners

Remote PRESCHOOL Sample Friday Schedule:

9:30-10:30 (A)	Zoom/Google Classroom Live Morning Meeting/Play Plan/Literacy (8 Students)
10:30-11:30 (B)	Zoom/Google Classroom Live Morning Meeting/Play Plan/Literacy (7 Students)
1:30-2:15 (A)	Zoom/Google Classroom Live Science/Social Studies (8 Students)
2:15-3:00 (B)	Zoom/Google Classroom Live Science/Social Studies (7 Students)

Hybrid 1-4 Sample Schedule On-site:

Period	Time	Subject
	7:55 – 8:40:	Prep (Teacher Prep)-No Instruction
Arrival/Breakfast	8:40 – 9:00:	Arrival/Breakfast
1 st Period	9:00 – 9:45:	Reading*
2 nd Period	9:45 – 10:30:	Writing*
3 rd Period	10:30 – 11:15:	Math*
4 th Period	11:15 – 12:00:	Science/Social Studies*
Dismissal	12:00 – 12:20	Grab-n-Go Lunches
Remote Learning	12:20-12:45	Lunch
Remote Learning	12:45 – 1:30	Prep (Teacher Prep)-No Instruction
Remote Learning	1:30-3:25	Small Group Remote Instruction*

*Indicates Google Livestream Lesson Time for Remote Learners

● **Curriculum**

- Grades K-4: Golden Door will be implementing Savvas Learning blended programs that includes both print and digital courseware. At the start of the school year, teachers will identify learning gaps by analyzing baseline assessment data administered to students online as well as performance-based assessments administered in the primary grades. These baseline assessments include DORA, Savvas Realize baseline assessments, and fall writing prompts. Teachers will create Data Analysis Action Plans that include the strengths and weaknesses of their whole class as well as flexible groupings for multi-tiered support. The curriculum supervisor will generate Reports by Standards in Realize to identify learning gaps in ELA and math. Teachers will use www.achievethecore.org Coherence Map to systemically teach math lessons for prerequisite standards where students demonstrate partial proficiency. Teachers will use www.engageny.org and www.readingaz.com leveled books and resources to teach ELA lessons for prerequisite standards where students demonstrate partial proficiency.

- Golden Door will be integrating Google Classroom and Savvas Realize platforms into one single sign-on platform for students. This will enhance our remote instruction program by linking the two platforms into one and allow teachers to seamlessly link Realize assignments and assessments into their Google Classroom. This feature will streamline our students’ access to our curriculum’s digital content.

- Pre-K will use ESI-R and Teaching Strategies Gold in the fall to determine developmental delays in students. These assessments will help teachers identify

gaps, use their class data to drive instruction using Tools of the Mind, and scaffold their students' learning according to their needs.

- **Instruction**

- K-4: Teachers will use their Data Analysis Action Plan to identify learning gaps by standard using results of their class' Reports by Standard report. Teachers along with their curriculum supervisor will find lessons for prerequisite standards using the following resources: www.achievethecore.org, www.engageny.org, and www.readingaz.com. Teachers and administrators will review the pacing calendar to determine where the prerequisite lessons will be infused. For example, teachers will infuse prerequisite lessons on fractions just prior to teaching the Fractions Unit. Teachers will modify the pacing calendar to reflect the prerequisite lesson. This will enable teachers to scaffold instruction more systemically rather than reviewing material solely at the beginning of the year for an extended amount of time.
- K-4: The on-site schedule includes two 45 minute periods daily of multi-tiered support provided through small group instruction and driven by baseline and interim data. Teachers will use this period to implement guided reading lessons, reteach math lessons, and provide additional support in writing. Small group instruction will be driven by the needs shown in benchmark assessment data as well as formative assessment data.
- Pre-K: Teachers will begin to use Teaching Strategies Gold for student assessment. This performance-based assessment will help teachers identify developmental delays and learning gaps in preschool students. This data will be used to inform instruction for whole group as well as small group instruction. Teachers will implement Tools of the Mind and monitor student progress towards meeting learning objectives.

- **Assessment**

- Pre- Assessments:
 - *Pre-K*: Early Screening Inventory-Revised, Teaching Strategies Gold
 - *K-4*: Savvas Baseline Assessments for ELA and Math, DORA, DIBELS, Fall Writing Prompts
- Formative:
 - *Pre-K*: Play Planning Scaffold Writing Anecdotal Notes, Make-Believe Role Playing Anecdotal Notes

- K-4: Fluency Checks, Math Quick Checks, Writing Conference anecdotal notes, Guided Reading anecdotal notes, Math Reteach anecdotal notes
- Interim:
 - *Pre-K*: Work sampling/portfolio-based, TS Gold
 - *K-4*: Reading Weekly Tests, Reading Benchmark Assessments, Math Topic Tests, Math Benchmark Assessments, DORA mid-year test
- Summative:
 - *Pre-K*: Work Sampling/portfolio-based, TS Gold
 - *K-4*: Savvas End of Year Assessments for ELA and Math, DORA End of Year, Published writing piece
- Pre-K teachers will pre-assess students using Teaching Strategies Gold as well as the ASQ Inventory Screening to identify any red flags in the children’s development. Formative assessment for on-site instruction will be based on play plans, large group literacy observations and student work, as well as teacher observation and student work for math and science activities. Teachers will maintain anecdotal records in an assessment binder. Formative Assessment on remote instruction will be taken from the materials students bring back to school the following day (play plans, packet materials, etc.). Any performance-based assessments and anecdotal record keeping will be performed on the day students are on-site. Teaching Strategies Gold will be used to assess students’ ability to meet developmental benchmarks and will be the tool used for Interim and Summative Assessment.
- K-4 teachers will pre-assess students using the following assessments: Savvas Learning Baseline assessments for reading and math, DORA, and fall writing prompts. Teachers will create a Data Analysis Action Plan to identify strengths and weaknesses as well as learning gaps to cover by using Accelerated Learning Methods. Teachers will maintain an Assessment Binder with the assessment results and their action plans. Formative assessments will be made with fluency checks, guided reading notes, math quick checks, and student self-assessments with writing rubrics. Teachers will maintain anecdotal records for guided reading, writing conferences, and math re-teaching in their assessment binders. Interim assessments will be done online for grades 2-4 using the Weekly Tests for reading as well as Math Topic Tests on Savvas Realize. Assessment results will be generated for teachers to review data reports by skill or standard. Interim assessments for K-1 students are more performance-based and will be administered in the classroom with teacher direction.

- **Virtual Learning**

- In an effort to enhance our remote instruction program, the school will be planning to implement livestream lessons in real-time using Google Livestream. This livestreaming feature is available to us on our Google Administration Console and is already included in our G-Suite account. This will allow for live interaction to take place daily for students learning remotely. Students in Pre-K through Grade 4 learning remotely will have a set time of the day to log into Google Classroom and view livestream lessons for all core subject-areas (see sample student schedules). Students will access their Google Classroom and click on a Google Livestream Link that will give them access to their teacher's livestream lesson. The school will purchase web cameras and tripods for each classroom to use that will provide teachers with good audio capabilities up to 10 meters as well as high definition video quality. The lessons can also provide close captioning and recorded for students to view later.
- Blend of Savvas Realize videos, livestreamed lessons, and posted assignments
- Students on 100% Remote Instruction to receive multi-tiered instruction during small group periods. Teachers may create virtual flexible-groupings for guided practice and re-teaching. Differentiated materials provided remotely (Realize leveled readers, Reading A-Z, etc.)
- Guidance asks schools to promote “student voice & choice” to promote engagement and independent learning during virtual learning.
 - Ex. Options for Writing- Teacher gives 2 to 3 options for topics.
 - Ex. Options for Reading- Teacher provides student choice for independent reading.
 - Ex. Options for Math- Teacher provides center menu with choice activities.
 - Ex. Options for Science/SS- Teachers provides options for project-based assignments.
 - Ex. Options for Technology- Teachers provide options for students to present their work, Google Slides, Canva, art project, etc.
 - Ex. Options for Pre-K- Students choose their role and what they will do in make-believe play. Students choose things from home to show & tell.
- A Google Classroom account and Chromebook device will be available for all students in Pre-K through Grade 4. Teachers in primary grades will use the platform more as a message board to communicate with parents and provide Google Livestream links. Grades 2-4 will use the platform more for daily instruction, assignments, and administering assessments.

Curriculum, Instruction and Assessments Grades 5 – 8

Hybrid Learning Model/Sample Schedule:

- The school population will be divided into two groups: A and B with two days of in-school instruction and three days remote learning. All students will attend school for core courses- math, ELA, science and social studies. Electives/humanities and technology classes will be offered to students in their schedule.
- Group A will attend school on Mondays and Wednesdays for a full day of instruction and have remote learning Tuesday and Thursday where they will log on and have live remote instruction. Group B will attend school on Tuesdays and Thursdays for a full day of instruction, have remote learning on Monday and Wednesday, and log on for live remote instruction. Friday will be remote learning for all students to allow for deep cleaning/sanitizing of the school. Students will have regular interactions with teachers and peers while adhering to social distancing guidelines. Continuity of instruction will be provided between in-person and remote learning.
- A Days; Mondays and Wednesdays
- B Days; Tuesdays and Thursdays
- Fridays; 100% Remote, Full-days
- _____

Hybrid 5 – 8 Sample Schedule On-site:

Period	Time	Subject
Prep	7:55 – 8:40:	Prep (Teacher Prep)
Arrival/Breakfast	8:40 – 9:00:	Arrival/Breakfast
1 st Period	9:00 – 9:45:	Major Subject (Reading, Writing, Mathematics, Science Social Studies)
2 nd Period	9:45 – 10:30:	Major Subject (Reading, Writing, Mathematics, Science Social Studies)
3 rd Period	10:30 – 11:15:	Major Subject (Reading, Writing, Mathematics, Science Social Studies)
4 th Period	11:15 – 12:00:	Major Subject (Reading, Writing, Mathematics, Science Social Studies)
Lunch/Recess	12:00 – 12:45	Grab-n-eat Lunches in classrooms
5 th Period	12:45 – 1:30	Major Subject (Reading, Writing, Mathematics, Science Social Studies)
6 th Period	1:30 – 2:15	Major Subject (Reading, Writing, Mathematics, Science Social Studies)
Dismissal	2:15 – 2:40	Dismissal
Prep	2:40 – 3:25	Prep (No Instruction)

- **Student Cohorts;** Student cohorts will remain together for the duration of the day in one location to minimize possible exposure/contact with other students not in their group to ease in contact tracing in the event of positive cases of students or staff. Students will be divided into groups of 8-12 depending on grade level sizes. (groups are anticipated to be smaller based on parent surveys data.) Students will not transition. Frequent breaks will be provided to students throughout the day. Staggered meal times to accommodate social distancing. Core teachers will take disinfecting initiatives to ensure proper sanitation during transitions.
- **Instructional Models:** In order to accommodate all our families, we are offering parents two instructional models to choose from. This will ensure that those who are not comfortable with sending their children back to school this September, can opt for the remote instruction model that provides 100% virtual learning without needing to be onsite.
- **Remote Learning:** Students will have all instructional resources online through Google Classroom and various other learning platforms. Attendance will be mandatory and tracked by teachers via Google Classroom. Students will be divided into groups somewhat larger than in-school instruction/hybrid model. Students will be required to log in during designated times for “live instruction” sessions while on remote learning. Students on 100% remote instruction will follow the same schedule as the students in school. They will log on to their classes and live stream the lesson while the other students are in class. Students will work on independent work and electives as well as having additional time for extra support from teachers during office hours. Teachers will be available for office hours and additional instructional support.

- **Hybrid Model:** School population will be divided into A and B groups. Students will attend onsite instruction on Mondays and Wednesdays for group A and Tuesdays and Thursdays for group B. On days that they are not onsite, students will log on and participate in the lesson remotely. To avoid contact exposure students will remain in one classroom and teachers will transition. Ample time will be provided to teachers and students for hygiene and precautionary measures (i.e. washing hands, mask breaks, outside breaks etc.)
- **Attendance:** Attendance will be taken and submitted through Oncourse during homeroom/first period while students are in school or online.
- **Technology:** Given the current circumstances, technology is not an area of much concern, as most families are well equipped to dealing with remote instruction again in the future. The need for a new survey to parents to gauge the number of devices available to students, especially to those with more than one student attending school should be revisited prior to the start date of school. Parents with more than one child should be made aware that it is recommended each student should have a device to limit siblings' sharing devices and ensure each student follows the "live instruction" schedule.
- **Feedback loops:** As a means to open channels of communication with parents and students in order for parties to communicate what is working and what needs improvement teachers and administrators will regularly meet. Parents can join a separate Google Classroom and share any insight, feedback, concerns and issues they may be experiencing. This will allow for parents to share immediate feedback to administrators, educators and other parents. In addition, administrators can also post questions for more specific questions from parents or students. Educators are encouraged to meet on a regular basis for grade level meetings, peer collaboration, and vertical and horizontal alignment across grade levels. Virtual staff meetings to discuss progress and limit in person contact
- **Learning Management System:** The OnCourse management system is an integrated platform that allows staff to be more efficient and improve parent engagement with tracking student performance/achievements. Each parent receives a unique username and password upon enrolling to login and access his or her child's information and academic achievement. They are encouraged to log in on a weekly/daily basis to check on student progress, assignments, grades and assessments. This system software allows for documentation and tracking that can aid in targeting learning gaps through data analysis and reporting in order to guide administrators and educators to work on remediation. More than providing educators with specific data and lesson plans, OnCourse also provides an additional resource for parents to use in viewing assignments including classwork, homework and student grades for all assignments. OnCourse is very user friendly and support teams are available 24/7 for technical support.
- **Learning Platforms:** With the onset of COVID-19, there has been a plethora of learning platforms available for educators, students and parents to utilize. Most

platforms are free of charge and available as supplemental materials or additional resources to engage student learning during these difficult times. All teachers will have a Google Classroom to create, distribute and grade assignments as well as for general announcements. Each student cohort will be grouped together and have access to each core subjects google classrooms. In addition to this main platform, teachers will also have accessibility to adding links to other learning platforms such as: Savvas Learning, Khan Academy, Quizzes, Quizlet, and many more outlets to engage students while remotely learning and reinforce live instructional lessons. Another platform used to communicate, conduct meetings and provide valuable face time with students are Zoom, WebEx and Microsoft Teams. Educators can use their discretion as to which platform to use a means to communicate with students, parents and other educators. Most platforms are extremely user friendly and available at no cost during this pandemic. There are many more learning platforms available in addition to the aforementioned that will be dependent on subject area and teacher preferences.

Curriculum

- **Addressing the Loss of Learning** -Teachers will have the necessary data from diagnostic testing and from the previous teacher's feedback to determine the content and skills that need remediation and additional time. The content and skills will be embedded into the current grade-level content. During the months of May and June, the conversations of addressing the loss of learning were taking place during team meetings in preparation for the new school year. Along with the results of diagnostic testing teachers will be provided with a list of the content taught during the months of remote instruction. This list will give the current teacher a better understanding of the content taught at home and which skills may need to be revisited.
- **Accelerated Learning** – In order to address and support the learning gaps while still providing students with grade-level material, the use of pre-assessments will be a very important tool. Once the learning gaps are determined teachers can then use this information to guide their lesson planning. These identified skills are important in order to access the current grade level material so teachers will make the decision to provide either some pre-teaching before the current topic is introduced or the skills can be embedded into the current content.
- **Modifying Pacing Guides** - During the summer, pacing guides will begin to be adjusted to include a time for teachers and students to address the loss of learning. The pacing guides will be created for the year however; they will be modified as the need arises. Pacing guides will need to be adjusted as we proceed through the year to allow the pre and formative assessments to drive instruction and pacing. The modifying of pacing guides will be done during team meetings. Pacing guides may also need to be modified for the possibility of 100% remote instruction.

- **Curriculum Planning Resources** – Resources to address the curriculum needs will consist of using the NJSLA standards resources. Standards resources will be used to determine what skills and content knowledge students must demonstrate, in house programs will be used to drive the lessons. Programs will be used in conjunction with project-based learning opportunities. Student data will be an important resource for curriculum planning. Online learning platforms, like Google Classroom, Savvas Learning, and The Oncourse Assessment System will also drive our curriculum planning and instruction.
- **Team Meetings** – Teachers and supervisors will meet weekly in the beginning of the year to discuss data and evaluate the needs of the students. Teachers will discuss the appropriate steps to address the loss of learning while continuing to address grade-level content.
- **Ongoing Curriculum Planning** – Curriculum planning will begin in the summer and continue throughout the year. The curriculum and pacing will need to be modified and be flexible to fit the needs of the students. Curriculum planning will need to include activities that are appropriate for each teaching model. Virtual teaching and in person teaching requires specific teaching and activities to address the needs of the instruction.

Instruction

- **Prioritizing the most critical prerequisite skills** – In order to identify and prioritize the most critical prerequisite skills the pre-assessment data, review of grade level standards and teacher input will need to be analyzed before we can begin. Once the information is gathered, the skills can be broken down into manageable chunks. When students are not at the required level of understanding for the new content, scaffolding will be used to improve their skills until they can work independently on the new content. During the months of May and June teachers created lists of skills taught during remote instruction and lists of skills for the critical prerequisite skills needed to be successful with the current grade content. These lists made by the teachers will be important in our planning and instruction.
- **Instructional Practices** - The instructional practices that can be implemented both during remote instruction and in school instruction will consist of direct instruction, small group instruction, independent practice and project based learning. These different instructional models will be used depending on the lesson and needs of the students.
- **Instructional Shifts** – Students need time and guidance to adapt to the instructional shifts. The instant shift of remote instruction in March did not allow students the time they needed to prepare for the difference in the instructional models. In September, we will take the time to allow students to adjust to both in school and remote instruction by helping them create schedules and work plans. In school, we can work with students on how they can manage their work and time at home to maintain the workload.

- **Social and Emotional Component** - The Covid-19 pandemic has been a source of trauma for students and adults alike. Because of this, Social and Emotional Learning (SEL) will be a priority. Teachers and staff will be addressing the student's emotional well-being beginning day one. This guidance and instruction will be embedded in every part of the day, both during in-school instruction and through virtual learning. The Danielson Framework for Teaching is a comprehensive framework that identifies research-based components of instruction. We will be using the four domains in the model, along with the components of Social and Emotional Learning (SEL) as a guide.
- **Technology** - As we did in March, we will again survey the parents for their technology needs. Students who do not have access to a computer or Wi-Fi will be provided with a computer or hotspot to allow them access to work at home. Golden Door has enough computers and hotspots to distribute to families in need of technology. Teachers will also require webcams that can clip to their laptops to offer live instruction to students.

Assessment

- **Assessment Resources and Strategies** - Teachers will assess students using multiple resources. Each assessment tool will gather data for different purposes. Beginning of the year and pre-assessments will be used to diagnose student difficulties, guide lesson, and curriculum planning. The pre-assessments will determine what students know before a topic is taught. Formative assessments will allow a teacher to evaluate the current progress of students and drive the instruction. Constant feedback and adjustments to instruction can be made with the formative assessment tools. Summative assessments will be used to evaluate student learning and goals. OnCourse Assessment Systems is another assessment tool available to grades 5-8 that allows teachers to create assessments based off standards. This tool will be helpful for formative assessments and analyzing the current progress of students while making sure we are addressing and assessing the standards.
- **Data Collection Tracking and Student Evaluation** - Student data will be tracked by supervisors and teachers by creating tables with student test data, Savvas Assessment reports, student observations, analyzing work samples and student learning standards. This data will be reviewed during team meetings to address the loss of learning and continue to address the grade level content. Data collection and student evaluation will be used to inform, make decisions and improvements based on student progress. Tracking the data and evaluating student understanding will drive the instruction and allow for the continued curriculum planning for this unique year.

Professional Learning

- **Accelerated Learning Methods** (p. 77-78 in Guidance Document)
 - *Focuses on providing students with grade-level material, tasks, and assignments along with appropriate supports necessary to fill critical gaps in learning. Seeks to help educators use classroom time more efficiently without engaging in extended period of remediation.*
 - Math- Coherence Map www.achievethecore.org
 - Reading- www.engageny.org and www.readingaz.com
 - Guidance Document provides a resource titled, “Learning Acceleration Guide” that will be used to drive professional learning community discussions.

- **Google + Realize Integration**
 - Provides students with a single sign-on access through Google Classroom for both Google and Realize digital platforms. Teachers manage rosters through Google and assign lesson activities through Realize as well as review data.

- **Google Livestream/Technology**
 - Teachers will share links to Livestream Lessons in Google Classroom. This feature can be activated in the Google Admin Console.
 - Cameras/Devices- Teachers will use in-class cameras/devices for livestreaming their lessons.

- **Grade Level Meetings**
 - Teachers will have weekly meetings to collaborate and co-plan lessons with colleagues.
 - Teachers will also participate in grade-level meetings with administration, counselors, and support staff to address areas of need.

- **Professional Development Plans (PDP)**
 - Teachers will be required to create a PDP in the fall. The PDP is a tool that helps teachers consider how their professional learning will have direct impact on their students’ academic progress and learning outcomes. The goal is for there to be a direct link between an increase in positive student outcomes and their teacher’s professional learning activities.

- **New Teacher Mentoring**
 - Provisional teachers in their first year will be assigned a mentor teacher preferably in their current grade with common planning time. Novice teachers will engage in additional curriculum training, learn classroom management techniques, and make classroom observations of their mentor and other colleagues. Novice teachers will also receive

additional coaching and in-class support from content-area consultants and supervisors.

- **Parent Resources:**
 - Parent's guide to Google Classroom
 - Logging-in/Checking assignments
 - Submitting assignments & Communication
 - Parent's guide to re-opening
 - Covid-19 safety precautions taken by Golden Door
 - How to prepare your child for school during Covid-19 (for parents)
 - How to prepare for attending school during Covid-19 (for students)
 - How to help your child with their social and emotional well-being
 - Importance of masks and social distancing in schools
 - Expectations of students during online learning
- **Live Instruction** – For the 2020-2021 school year, we will have a more structured approach to online learning. Teachers will receive guidance on these various live platforms to include live instruction. Teachers can use a wide array of different tools to conduct online instruction. Some of the different video conferencing tools being used are WebEx, Google Stream, and ZOOM. Teachers will require students to work from their online textbooks and/or online resources like Khan Academy, NEWSELA and other educational platforms. Teachers will be using Google Classroom to communicate with students and post assignments and deadlines. While the teaching tools for each teacher may vary, students will be given tutorials at the start of the year.
- **Social and Emotional Workshops** – Teachers, staff, families and students are overwhelmed, anxious and stressed. The need for Social and Emotional Learning is greater now than it has ever been. In addition to regularly scheduled professional development, on-line training on the development of Social and Emotional competencies will be provided by Rutgers University Behavioral Health Care's Social Decision Making and Problem-Solving Program.
- **COVID-19 Resources** – PowerPoint presentations will be available with general information/guidelines on the Reopening of GDCS, COVID-19 and Health and Safety Procedures will be disseminated to teachers, staff, students and parents. There will be continuous new developments about these guidelines so it might be helpful to have real time updates sent via email blast but also available on the GDCS website.
- **New Teacher Training:** For new teachers, we will be offering training for Google Classroom, Google Education Apps and ZOOM at the start of the year. In addition, “refresher” courses will be offered for existing teachers that would like to attend. If there is an educational program teachers are interested in, we can create training later.

- **Returning Teacher Training:** In addition to new teacher training it is also important that our existing educators have continued professional development during these times to ensure this transition from traditional to virtual teaching is conducted in a way that allows for student growth, engagement while maintaining manageability of teachers' work schedules. Teachers should be educated on strategies and techniques to work efficiently and effectively with support on workload and time management.
- **Monthly Workshop Topics:** The school year will begin with a survey on the needs of teachers as we continue with remote instruction and on the new hybrid model of instruction. Monthly workshops can include Remote Teaching Practices and Expectations, Ways to Stay Connected with your Students, Remote Instruction Strategies, Tips to Engage Remote Learning, Social and Emotional workshops and Culturally Responsive Classrooms.
- Special education teachers and CST members will participate in professional development that is related to students with disabilities and hybrid/remote learning. Special education teachers will use best practices when teaching students on-site and remotely. They will be expected to review all of their students' IEPs so that they can research new and improved ways to provide appropriate and additional accommodations and modifications.

Career & Technical Education

o Not Applicable. Golden Door Charter School is a Pre-K through 8th Grade School.

Social Emotional Learning (LEL) and School Climate and Culture

This should include social and emotional plans to re-engage students, support emotional well-being and school culture, multi-tiered systems of support (MTTS) and wraparound supports among other things.