



MASTERY'S FLEXIBLE LEARNING MODEL

Camden Network Reopening Plan

Abstract

This plan lays out our network strategy to ensure staff and students are safe and healthy returning to our Camden schools in the fall.

VERSION 8 – DRAFT UPDATED 08/06/20

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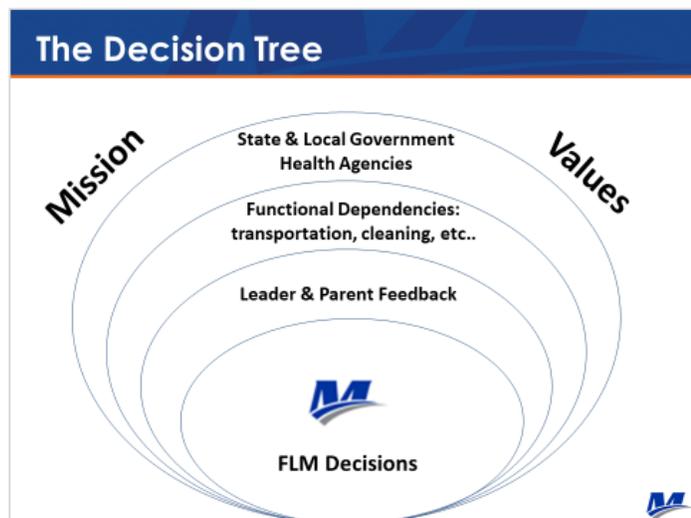
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INTRODUCTION

Framing

At Mastery, we serve predominantly low-income children of color. The intensity of the global pandemic is further exacerbated for our students through the racial stress and trauma they have likely experienced over the last few months. Compounding this, countless research¹ indicates that the extended school closure will result in a widening achievement gap across our country. Given our mission, our most important task is to ensure we can safely reopen schools, attend to the emotional well-being of our students and staff, and lay the foundation for a successful school year that accelerates learning.

In May, we began the process for planning for school reopening. This process convened senior NST leaders, school leaders, and functional working groups to dive into the nitty gritty planning needed to ensure we are as prepared as possible to open our schools safely in the fall and double-down on our mission. Through this process, we engaged with families through surveys and focus groups to collect input on lessons learned from the spring's Home Academic Practice (HAP) approach and hear their feedback on options for the fall.



The Flexible Learning Model (FLM) laid out in the following pages is designed to attend to the question: *How will Mastery maintain quality instruction, provide a supportive learning experience, and keep all members of the Mastery community safe during the pandemic's uncertain impact on building closures, attendance, staffing, and budgets?*

This proposal summarizes key elements of a Flexible Learning Model that can be employed in a full distance learning mode (DLM) as well as in a hybrid model in which students attend part of the week in their classroom (classroom learning mode, or CLM) and complete the remainder of their schoolwork at home. The model is designed to weather a changing environment of oscillating school closures and occupancy restrictions due to the pandemic. The model will prioritize health and welfare while continuing to provide educational excellence.

This FLM model is designed for SY20-21 RP1. Prior to the end of RP1, we will regroup, assess the current situation and determine how to move forward.

Our FLM model seeks to create a common foundation and equitable experience for students, families, and staff through network adoption of programs, supports, metrics, and systems of accountability. However, these are unprecedented times and principals will need to make adjustments and employ creative solutions. It is assumed that flexibility will be more important now more than ever.

¹ [McKinsey & Company \(2020\). "COVID-19 and Student Learning in the United States: The Hurt Could Last a Lifetime."](#)

Anchoring In Our Mission

Student Achievement has always been our number one value, but under current conditions, the health of our students and staff must rise and share the top of the

priority list. We will do what we believe is in the best interest of our staff and the students and communities we serve. This likely will require us to periodically close buildings, employ staggered schedules, open with limited staffing, provide ongoing distance learning options, etc. Our charge is to adjust to such challenges while continuing to deliver on our promise of academic excellence. Our FLM approach will not serve as a fill-in; rather, we will maintain the same high expectations parents have come to expect from Mastery. We will push hard to make sure students continue to learn and achieve at the highest levels.

Our Mission

All students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams.
(and we will prioritize the health, safety and welfare of our students, the communities we serve, our employees and ourselves)

The Challenges We Face



The pandemic has created three sets of complexities, some of which may be with us for years to come. Occupancy limitations such as building closures, caps on the number of staff and children in the building when open, and staggered schedules will likely be required. Staffing shortages and limits on employee time and energy will likely occur resulting from child/family care and health related issues, particularly as scientists forecast a virus resurgence in the fall and winter. Student attendance will likely be impacted as families make individual decisions about what they believe is best for their children.

And the related economic crisis will most certainly have a model-impacting effect on our funding and budgets. There is no crystal ball but these complexities seem likely enough to influence our planning posture. Whenever better days appear, they will be welcomed with open arms. In the meanwhile, the environment is calling on us to build a new model that will not merely weather the storm. It must boldly advance our mission. And when these challenges ease, we'll take advantage of the opportunities that return to us.

The Opportunities We Will Pursue



The FLM is designed in recognition that the pandemic will end and a day will come when students will fully return to classrooms, common spaces, and enjoy the full amenities of our buildings. Therefore, our programming maintains as much of our Common Foundation model as feasible. In our FLM, when we could maintain curricula and approaches, we did in an effort to ensure our teachers and leaders continue to develop familiarity and expertise, and our students have a continuity of experience. Yet, while the FLM maintains much of the Mastery model, it is also serving to

move Mastery forward in five key domains: Parent Engagement, Student Independence, 21st Century Skills, Differentiation, and Course Offerings & Advancement. These elements have always existed within our strategic planning process and the current environment has provided a unique opportunity to take bold steps forward now.

Design Principles

We then took our recognition of the challenges ahead, the opportunities around the corner and – anchoring in our mission - laid out five design principles that guide this plan.



1. Utilize Standards-Aligned Common Foundation.

Our students and staff have made great strides with our Common Foundation programming and we recognize that the pandemic will end. As much as possible, we want to keep the stride going and continue to invest in and develop our staff in our standards-aligned programs that have demonstrated student achievement.

2. Ensure Student Monitoring, Support, and Accountability.

With students engaged in distance learning for all or part of the week, we need to ensure that our programming provides the strong monitoring, support, and accountability that our students would receive and benefit from in our traditional model.

3. Keep it Simple.

Shifting to a flexible model is inherently complex. Students and families will need to navigate new learning software, schedules, daily routines, communication systems, etc. This during a time when families are juggling childcare, work, as well as possible food insecurity, health impairment, and significant mental health challenges brought on and exacerbated by the pandemic, requires that we take advantage of every opportunity to keep things simple and clear.

4. Provide Continuity for Students.

We believe our students are best served when they are provided daily routines and ongoing support and motivation from their teachers and school. We must ensure a stable, predictable experience for students that supports their academic and social development.

5. Follow the Guidelines.

We'll continue to follow guidelines provided by NJ & PA and major health agencies.

Graduate Profile

Competency Domain	Standards
Cognitive	<ul style="list-style-type: none"> ❖ Deep content knowledge: Build a strong foundation in academic content areas and draw on their knowledge to complete new tasks. ❖ Critical thinking and complex problem solving: Think analytically and creatively to evaluate information and design solutions to complex problems.
Independence	<ul style="list-style-type: none"> ❖ Relies on the teacher to carry some of the cognitive load temporarily ❖ Utilizes strategies and processes for tackling a new task ❖ Regularly attempts new tasks without scaffolds ❖ Has cognitive strategies for getting unstuck ❖ Has learned how to retrieve information from long-term memory
Interpersonal	<ul style="list-style-type: none"> ❖ Collaboration: Learn to work in teams to achieve shared goals. ❖ Communication: Organize data, findings, and thoughts in written and verbal communication. ❖ Advocacy: Develop the ability to self-advocate and demonstrate agency
Intrapersonal	<ul style="list-style-type: none"> ❖ Academic mindset: Develops positive attitudes and beliefs about their identities as learners and their academic abilities. ❖ Monitor and direct their own learning: sets goals; plans and organizes their learning; establishes ownership and autonomy over learning outcomes and objectives ❖ Emotional Regulation: recognizes and exercises healthy strategies for managing one’s emotions; demonstrates empathy; thoughtfully considers multiple options to addressing challenges ❖ Positive Identity: develops positive social identities based on their membership in multiple groups in society; develops language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups; expresses pride, confidence and healthy self-esteem without denying the value and dignity of other people.
Technological	<ul style="list-style-type: none"> ❖ Digital Literacy: uses information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

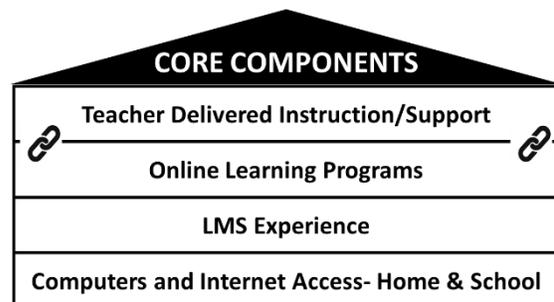
HEALTH AND SAFETY PROTOCOLS

Please refer to the attached health and safety plan for detailed comprehensive information on all protocols in place for the flexible learning model for re-opening schools this fall. In August, we are reserving time to train all school leaders and Mastery staff during our summer leader training and staff orientation week on implementation of our health and safety protocols. In September during the first two weeks of school, all families and students will also receive training on health and safety protocols as a part of family and student orientation.

THE FLEXIBLE LEARNING MODEL

FLM's Core Components

Mastery's Flexible Learning Model rests on foundation of access to technology. In order to ensure challenges related to occupancy and staffing do not overly hinder a student's academic experience, all Mastery students will be equipped with a computer and internet access at home and in school. Whether students are learning in their classroom or at home, they log in to a common landing page that will provide them with the directions, tools and communication avenues they require to have a successful academic experience. Once logged in (at school or at home), a planned student experience, including a daily agenda, assignments, synchronous and asynchronous as well as online learning experiences will be provided.



The FLM has two modes. The **Classroom Learning Mode (CLM)** will be utilized when school buildings are open and students are permitted to come into the building for all or part of the week. The **Distance Learning Mode (DLM)** will be utilized

when schools are closed and/or students are learning remotely. Both modes contain a *Teacher Delivered* component and an *Online Independent* component. During CLM, the teacher delivered component is provided in classrooms by the teacher. During DLM, the teacher delivered component is provided via a combination of synchronous, asynchronous, and Zoom support sessions.

Instructional Hours

The number of instructional hours students must receive is set and applies to all possible models including Distance Learning Mode. The following summarizes expected instructional requirements mandated by the state:

New Jersey (K-12)
Students must receive 4.0+ hours of instruction daily for 180+ days per year.

Flexible Learning Model: Reopening Plans

As stated prior, our FLM is meant to adjust based on changing conditions throughout the school year.

Plan for Camden elementary schools (Molina, Cramer Hill & McGraw)

For fall reopening for Camden’s elementary schools (Molina, Cramer Hill & McGraw), families will have the option of participating in a hybrid in-person/online program or online only program. Key components of the hybrid in-person online program model include:

- In-person instruction 2 days/week (CLM) and learning remotely 3 days/week (DLM) as our standard approach for most students
- In order to accommodate social distancing required during the school day, we are planning for up to 50% of students in the building at one time.
- During distance learning mode, the program will include both live teacher-led instruction and self-guided activities. Schools will also provide individual and small group supports – by phone and/or online.
- Teachers will be supported to provide additional activities that bring joy, build school community and create a sense of belonging for every student – we want every student and family to feel supported in this very challenging time.
- Schools will work to provide additional in-person instruction for students with complex IEPs and English language learners for 4 days/week (CLM) and learning remotely 1 day/week (DLM)
- Based on feedback from families and school leaders, we have eliminated a previously considered half day option.

The following model provides clarity for the flexible learning model weekly schedule for Camden elementary schools:

Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Support Day (Staff Remote)	A Group: In School (CLM)	B Group: In School (CLM)	A Group: In School (CLM)	B Group: In School (CLM)
	B Group: Remote (DLM)	A Group: Remote (DLM)	B Group: Remote (DLM)	A Group: Remote (DLM)
DLM for all students (A, B & C Groups)	AB Group (students with IEPs & ELLs) - In School (CLM)			
	C Group - Distance Learning Program (DLM)			

Plan for Camden secondary schools (ECMS & MHSC)

Because standalone middle and high schools need to offer many different courses to their students and thus require more staff in-building, ECM & MHSC will provide a hybrid online/in-person model that includes the following components:

- All courses will be available to all students online.
- The online program will include both live teacher-led instruction and self-guided activities.
- Schools will also provide individual and small group supports – by phone and/or online.
- The schools will provide optional in-school instructional support – up to two days per week per student.
- Teachers will be supported to provide additional activities that bring joy, build school community and create a sense of belonging for every student – we want every student and family to feel supported in this very challenging time.

Pursuant to The Road Back Restart and Recovery Plan for Education guidance from the NJ State Department of Education, all families will be notified that they can opt for our Distance Learning Program provided by their child's school for 100% of their instruction. They will be informed that, if their child is disabled, the school will make its best efforts to implement their child's IEP fully remotely, but that full remote services are not the same as in-school services. They will also be notified that it may not be possible for their student to switch from the online instructional program to in-person instructional program until the end of RP1 in early November.

Key components of the online model include:

- During distance learning mode, the program will include both live teacher-led instruction and self-guided activities. Schools will also provide individual and small group supports – by phone and/or online.
- Teachers will be supported to provide additional activities that bring joy, build school community and create a sense of belonging for every student – we want every student and family to feel supported in this very challenging time.
- Requires at least 1 hour / day of family support

Scheduling Expectations

- Scheduling Guideposts for Schools:
 - Maintain the spirit of current scheduling instructional parameters
 - Meet state compliance requirements for minimum daily hours of instruction
 - NJ: 4 hours/day for K-12
 - Align with research-based best on maximum amount of daily synchronous online learning that is developmentally appropriate for students
 - K-2: 2.5 hours/day
 - 3-5: 3 hours/day

- 6-8: 4 hours/day
- 9-12: 6 hours/day
- Provide school leaders with flexibility & discretion to make informed choices that meet the needs of their families, students & staff.
- Distance Learning Mode Employee Work Rules
 - Contractual Day = 8 hours (includes both on-time & off-time DLM minutes)
 - In DLM, teachers will provide instruction virtually
 - Principals can encourage but not require teachers to come into building in cases where specialized equipment is needed (Ex. equipment for science labs)
 - On time DLM minutes include live synchronous teaching and office hours and small group & individual support to students
 - Off-time DLM minutes include prep, PD, review and feedback on asynchronous/offline student work and parent/student communication
 - Principals will work to ensure teachers work within “on-time” minutes or provide additional compensation for time above contract
- DLM Scheduling Parameters- minutes by course: Please review [this GoogleDoc](#) for more guidance on total daily minutes to program for during distance learning mode, broken out by content area and grade band. This includes guidance on instructional minutes for synchronous live instruction, asynchronous online work and asynchronous offline assignments. All resources centrally provided by the NST Academic team will align with this guidance.
- Grouping: Students will be organized into A, B and C groups.
 - “A” group students attend school on Tuesdays and Thursdays following their traditional schedule. They engage in distance learning on Monday, Wednesday, and Friday.
 - “B” group students attend school on Wednesdays and Fridays following their traditional schedule. They engage in online independent learning on Mondays, Tuesdays, and Thursdays.
 - “C” group students are students whose families request the 100% virtual Distance Learning Program. They do not attend school in the building but are fully remote.
- Teacher Support Day: On Mondays teachers are working remotely and all students are in distance learning mode. For teachers, time is set aside to allow them to prepare well for the coming week with the day reserved for the following:
 - 2 hours: Teacher PD/Common Planning Time
 - 3 hours: Teacher Prep
 - 3 hours: Synchronized student support, prioritizing students who are not attending regularly as well as students in need of additional support
 - All Day Building Deep Cleaning
- Distance Learning Mode: On the days students do not attend school in the building, they will engage in independent online learning through our Learning Management System (LMS):

Schoolology.

- **Household Scheduling:** Efforts will be made to schedule children in the same household to the same sessions/days.
- **Transitions:** Once elementary students enter a classroom, they generally do not transition to other classrooms. Teachers move from classroom to classroom. High School students follow guided transitions.
- **Class Size:** Classes will not exceed 15 students (target = 10-15). To accomplish this, traditional classroom groups will be divided into two CLM cohorts of 10 to 15 students each (or, half a class – whichever is fewer). Each physical classroom space accommodates 1 cohort of students to facilitate in-class social distancing.
- **Breakfast/Lunch:** All meals are either served in classrooms or provided to be taken home.
- **Instructional Minutes:** As referenced above, we are obliged to follow state guidance on instructional hours in whichever version of our FLM we are implementing. The table below lays out the instructional minutes for the hybrid FLM we intend to utilize in the fall as well as the breakdown for students who are in Group C, fully virtual.

Grade Band	In-Person Instructional Minutes for FLM (Groups A/B)	At-Home Instructional Minutes for FLM (Groups A/B)		Instructional Minutes for Full DLM (Group C)	
		Total Learning Time	Online Synchronous Learning (Max Weekly)	Total Learning Time	Online Synchronous Learning (Max Daily)
Early Elementary (K-2)	5 hours a day, 2 days a week = 10 hours a week	5 hours a day x 3 days a week = 15 hours a week	8 hours a week	5 hours a day x 5 days a week = 25 hours a week	2.5 hours a day
Upper Elementary (3-5 or 3-6)			10 hours a week		3 hours a day
Middle School (6-8 or 7-8)			12 hours a week		4 hours a day
High School (9-12)		6 hours a day x 3 days a week = 18 hours a week	18 hours a week	6 hours a day x 5 days a week = 30 hours a week	6 hours a day

Communication Plan

We have implemented a robust communication plan with a diverse set of stakeholders to incorporate their input as we developed this re-opening plan, including regularly weekly communication and design sessions with school leaders, staff surveys and focus groups, family surveys and focus groups and regular communication and updates with families. In moving forward, all schools will provide regular weekly communication with families with updates and details on the schedule for the flexible learning model. As this plan evolves, we will also send network-wide communication to fall families and staff as needed.

Computers & Home Internet Access

In order to ensure equitable access for all families and students to the flexible learning model and ensure strong engagement in virtual learning during distance learning mode, Mastery is committed to providing 1-to-1 computers for all students and ensuring home Internet access for all students.

In spring 2020 when schools were initially closed due to COVID-19, each of our schools contacted all of our families to determine which students and families required access to computers. Assistant Principals of Operations (APOs) will continue to monitor families and students that require computers throughout the 2020-2021 to ensure that 100% of our students have access to a computer to support virtual learning during distance learning mode.

Key elements of our 1-to-1 computing plan include:

- Touchscreen Chromebooks for K-2 students or non-touchscreen Chromebooks for 3-12 students
- All computers come with one charger and a hard zipper sleeve. The computer should be kept inside the hard zipper sleeve at all times.
- Headphones for every K-2 student or earbuds for every 3-12 student

Computer distribution may begin as early as August 24th and should occur by the first day of instruction on September 2nd as scheduled by each school and supported by Mastery tech staff.

Mastery's Home Internet Access Program will ensure 100% of our students have an internet connection throughout SY 20-21. Eligible families will receive financial assistance to purchase home internet from our partner service providers (Comcast Internet Essentials and T-Mobile). Schools will support families in navigating the application & enrollment process, which will happen on a rolling basis starting in August 2020. We continue to engage in discussions with local school district and city partners on potential city-wide collaboration opportunities for home Internet access and will provide additional updates if this plan further evolves.

Curriculum

As stated in our design principles, we know that planning from high-quality, standards aligned curricula is going to set our students up for success. Multiple reports from both TNTP² and the Council for Great City Schools³ substantiate our planning posture. Therefore, where possible we embraced our common curricula but enhanced it through procurement of online learning platforms to complement our DLM.

	English Language Arts	Math	Social Studies	Science	Specials/ Electives
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² TNTP. (2020). [Learning Acceleration Guide](#).

³ Council for Great City Schools. (2020). [Addressing Unfinished Learning After COVID-19 School Closures](#).

K-2	Foundations, Wheatley, Reading Lexia, Amira, guided / independent reading	Eureka, Foundations Math (gr 5-8) Zearn	ReadWorks	ReadWorks	Teacher Created Lesson Plans
3-8	Wheatley, Quill, Reading Lexia (gr 3-5)		Mastery Unit Plans, DBQ Project	FOSS, Discovery Education	
9-12	Springboard	Agile Mind, Edgenuity	Mastery Unit Plans, DBQ Project, Edgenuity	Mastery Unit Plans, Edgenuity	Teacher Lesson Plans, Edgenuity

For more information about what [central curricular resources will be available to teachers, please visit this page](#) for the latest updates.

Assessment

The most pure intent of assessment is to understand what students know and don't yet know to drive future learning. In a year with significant projected learning loss, our teachers will benefit from understanding where students are at and targeting instruction to accelerate learning. To do so, we will maintain our assessment cadence (quarterly benchmarks, checkpoints, daily exit tickets, etc.). MAP will be administered in late Sept/Oct. We are moving full steam ahead with our Illuminate adoption and will use this to move towards full/phased-in online testing. However, in response to the new Flexible Learning Model, the following changes are proposed to give schools the time and resources needed to adopt new assessments and roll out online testing at their schools.

- 1. Transition to Online Assessments:** We will phase in the use of online assessments during the school year so all students have access to assessments regardless of whether they are in classroom learning mode or distance learning mode. We will transition by adopting online assessments for ELA and Math in RP1, and use flexible assessments (i.e. digital version of PDF booklets and answer sheets) for all other subjects.
- 2. Change MAP Administration Dates:** We will shift the start of MAP Growth testing by two weeks. We held multiple talks with NWEA, the creators of MAP, and will be following their guidance around remote administration of MAP.
- 3. Change Benchmark Administration Dates:** We will shift the RP1 benchmark window to accommodate a revised RP1 calendar.
- 4. Adopt MAP Reading Fluency:** We will add MAP Reading Fluency as the K-2 assessment of record. The network will use this assessment to set annual goals, KPIs, and adjust instructional practice.
- 5. Add a Screening Window:** to ensure uniformity and data quality, add a beginning of the year assessment screening window for all placement and diagnostic assessments (See RP1 Timeline for details).

Grading Policies

Mastery Revised Grading Policies: 2020-2021 Academic Year

About our Policies

As we prepare to begin the 2020-2021 academic year, we are returning to the Mastery Grading Policy that was approved by Philadelphia and New Jersey Boards back in summer 2019.

Last spring, we modified our grading policies in response to the COVID-19 pandemic, because we had to abruptly change the fundamental nature of instructional delivery. As such, we wanted to ensure that our policies were fair to students and acknowledged the potential challenges that existed from the new learning mode.

In preparation for this new school year, we have worked to ensure that every child has access to a laptop, every family has access to the internet, and that every class has a complementary virtual curriculum resource that enhances each student’s learning experience. Most importantly, we are fighting against potential learning loss that may have occurred as a result of the pandemic.

As we seek to accurately measure what students know and create plans to provide support, feedback, and interventions, even in these unusual times, we underscore the importance of grading students on accuracy instead of effort. Ultimately, we will be working tirelessly to use our students’ grades to provide meaningful feedback and ensure our students finish the year academically prepared for the next grade and/or graduate from high school with the skills necessary to successfully transition and complete a 4-year, 2-year, technical certificate, or vocational training that leads to a living wage career path.

Grading Policies At-A-Glance

- **We will have four (4) reporting periods in the 2020-2021 school year.**
- **We will return to the original grading policy passed in June 2019**
 - Students will be graded for accuracy.
 - We will maintain consistent assignment weights for elementary students and secondary students based on a 100-point scale.
 - All students, regardless of their mode of learning (in-person or distance learning) will be graded on the Mastery Grading Policy.
- **We will provide an additional toolkit of supports to students to account for any family emergencies or extenuating circumstances experienced by students.**
 - The lowest grade students can receive is 50.
 - Students will not be penalized for late assignments or assessments.
- **Promotion/Retention**
 - K-2 – Retention Review
 - 3-6 – Retention Review if student fails two core courses (ELA, Math, Science, SS)
 - 7-8 – Students who fail ELA, Math, and/or Science for the year will engage in summer learning

Revised Policies (K-12)

Policy	Actions Required
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<p>Number of Report Periods</p>	<p>There will be four report periods during the 2020-2021 academic year.</p>	<ul style="list-style-type: none"> • NST Actions <ul style="list-style-type: none"> ○ NST will publish a calendar with all RP dates and assessment windows.
<p>How will grades for K-2nd grade students be shared?</p>	<p>Students in grades K-2 do not receive numeric/letter grades. Rather, they receive progress marks on grade-level competencies in ELA and Math.</p> <ul style="list-style-type: none"> • At the end of each grading period, students in grades K-2 will receive proficiency marks (Mastery, Developing, Below) on all competencies that have been assessed through the end of the RP 	<ul style="list-style-type: none"> • NST Actions <ul style="list-style-type: none"> ○ Academic Team will provide a list of competencies to be assessed for K-2 students. ○ Academic Team will provide guidance about assessment tools for K-2 competencies. • School Leadership Team Actions <ul style="list-style-type: none"> ○ Monitor input of competency scores for K-2 students. • Teacher Actions <ul style="list-style-type: none"> ○ Use guidance provided by the NST team to provide competency scores for K-2 students.
<p>How will grades for 3rd through 6th grade students be calculated each grading period?</p>	<ul style="list-style-type: none"> • Grades are only aligned to student work. • All grades will be entered on a 100-point scale. • Grading Formula <ul style="list-style-type: none"> ○ Benchmarks – 15% ○ Major RP Assessments – 30% ○ Exit Tickets – 25% ○ Classwork – 20% ○ Homework – 10% • Other indicators are listed on report card in rubric score but do not count as a part of the student’s grade: <ul style="list-style-type: none"> ○ Homework Completion ○ Participation ○ Mindset ○ Behavior 	<ul style="list-style-type: none"> • NST Actions <ul style="list-style-type: none"> ○ Data team will pre-format eSchool and Schoology with aligned assignment weights. • School Leadership Team Actions <ul style="list-style-type: none"> ○ Monitor the input of teacher grades on a weekly basis. ○ Ensure teachers have verified, correct assignment weights for grades. ○ Provide teachers with login information to Schoology to access student grades. • Teacher Actions <ul style="list-style-type: none"> ○ Communicate to students about make-up work for assignments/assessments. ○ Verify assignment weights are correct for all assignments.

		<ul style="list-style-type: none"> ○ Enter grades on a weekly basis.
<p>How will grades be calculated for students in grades 7-12?</p>	<ul style="list-style-type: none"> ● Grades are only aligned to student work and are based on accuracy. ● All grades will be entered on a 100-point scale ● Summative Assessments = 70% <ul style="list-style-type: none"> ○ Major Assessments ○ Class Projects ○ Major Essays ○ Papers ○ Etc. ● Formative Assessments = 30% <ul style="list-style-type: none"> ○ Classwork ○ Quizzes ○ Labs ○ Homework (Accuracy) ○ Etc. ● Other indicators are listed on report card in rubric score but do not count as a part of the student’s grade: <ul style="list-style-type: none"> ○ Homework Completion ○ Participation ○ Mindset ○ Behavior 	<ul style="list-style-type: none"> ● NST Actions <ul style="list-style-type: none"> ○ Data team will pre-format eSchool and Schoology with aligned assignment weights. ● School Leadership Team Actions <ul style="list-style-type: none"> ○ Monitor the input of teacher grades on a weekly basis. ○ Ensure teachers have verified assignment weights are correct for grades. ○ Provide teachers with login information to Schoology to access student grades. ● Teacher Actions <ul style="list-style-type: none"> ○ Communicate to students about make-up work for assignments/assessments. ○ Verify assignment weights are correct for all assignments. ○ Enter grades on a weekly basis.
<p>What safeguards are we adding to ensure grades are not negatively impacted during the pandemic?</p>	<ul style="list-style-type: none"> ✓ Students will not be penalized for late assignments and will have until the last day of each grading period to turn in work for full credit. ✓ Students may request an opportunity to make up or retake tests. ✓ 50 is the lowest grade given for each assignment. ✓ All make-up work and missing assignments must be turned in two weeks prior to the end of the reporting period. 	<ul style="list-style-type: none"> ● School Leadership Team Actions <ul style="list-style-type: none"> ○ Monitor teacher gradebooks to ensure that students don’t have any grade below a 50. ● Teacher Actions <ul style="list-style-type: none"> ○ Allow students to make-up work/assessments.

<p>How may high school students recover credit for failed courses?</p>	<ol style="list-style-type: none"> 1. High school students who failed courses in the 2020-2021 academic year will be required to complete credit recovery before a credit is issued for the course. 2. Students who successfully pass summer credit recovery will be given a “P” for the course, the course credit, and quality points aligned with a “C” will be averaged into the student’s grade point average. 	<ul style="list-style-type: none"> • NST Action <ul style="list-style-type: none"> ○ Publish a list of courses for high school credit recovery. ○ Publish registration process for high school credit recovery. • School Leadership Team Actions <ul style="list-style-type: none"> ○ Ensure students register for credit recovery courses.
<p>How will we support students with IEPs?</p>	<p>A core case manager responsibility is ensuring that a student’s IEP accommodations and modifications are being provided in all classes throughout the year.</p> <ol style="list-style-type: none"> 1. Case managers will remain in frequent contact with all teachers of record/HAP teachers to ensure their students are receiving the appropriate supports. 2. School teams will ensure that all final grades for students with IEPs reflect the accommodations and modifications provided throughout the report period. <p>For questions about allowable accommodations and modifications, teachers should consult with their school’s Assistant Principal of Specialized Services or the student’s case manager.</p>	<ul style="list-style-type: none"> • NST Actions <ul style="list-style-type: none"> ○ Office of Specialized Services will support schools as necessary with grading and retention decisions. • School Leadership Team Actions <ul style="list-style-type: none"> ○ Monitor grades of students with IEPs. ○ APSSs should work with teachers to ensure grades issued reflect allowable accommodations and modifications. • Teacher Actions <ul style="list-style-type: none"> ○ Ensure accommodations and modifications have been provided to all students with IEPs.
<p>How will we support English Language Learners?</p>	<p>A core ESL teacher responsibility is ensuring that English Learner language supports are being provided in all classes throughout the year.</p>	<ul style="list-style-type: none"> • NST Actions <ul style="list-style-type: none"> ○ Office of Specialized Services will support schools as necessary with grading and retention decisions.

	<ol style="list-style-type: none"> ESL teachers will remain in frequent contact with all teachers of record to ensure their students are receiving the language supports. School teams will ensure that all final grades for English Learners reflect language supports provided throughout the report period. <p>For questions about allowable language supports, teachers should consult with their school's Assistant Principal of Specialized Services or the ESL teacher.</p>	<ul style="list-style-type: none"> School Leadership Team Actions <ul style="list-style-type: none"> Monitor grades of ELL students. APSSs should work with teachers to ensure grades issued reflect appropriate language supports Teacher Actions <ul style="list-style-type: none"> Ensure language supports have been provided to all English Language Learners.
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Grading Scale

		General	Honors	AP and Dual Enrollment
A	93-100	4	4.5	5
A-	90-92	3.67	4.17	4.67
B+	87-89	3.33	3.84	4.33
B	83-86	3	3.5	4
B-	80-82	2.67	3.17	3.67
C+	77-79	2.33	2.84	3.33
C	73-76	2	2.5	3
C-	70-72	1.67	2.17	2.67
D+	67-69	1.33	1.84	2.33
D	65-66	1	1.5	2
F	Below 65	0	0	0

High School Policy Reminders for grades 9-12

New Jersey Graduation Requirements	The following graduation requirements are in place for the Graduating Class of 2021 in New Jersey:
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	Content Area	Approved Interim Requirements																												
	English	20																												
	Math	15																												
	Science	15																												
	Social Studies	15																												
	Arts/Humanities	5																												
	PE/Health	15																												
	Electives	22.5																												
	Foreign Language	5																												
	21 st Century Life & Careers	5																												
	Financial Literacy	2.5 (Embedded in Economics Course)																												
	Total	120																												
How will we determine the number of credits earned for each high school course?	<p>The chart found below should be used to determine the number of credits earned in each course:</p> <table border="1"> <thead> <tr> <th style="background-color: #0070c0; color: white;">Course Duration</th> <th style="background-color: #0070c0; color: white;">Frequency of Class Meeting</th> <th style="background-color: #0070c0; color: white;">Number of Credits (PA)</th> <th style="background-color: #0070c0; color: white;">Number of Credits (NJ)</th> </tr> </thead> <tbody> <tr> <td>August – June</td> <td>One period/day</td> <td>1</td> <td>5</td> </tr> <tr> <td>August – June</td> <td>One period/every other day</td> <td>0.5</td> <td>2.5</td> </tr> <tr> <td>August – June</td> <td>Two periods/day</td> <td>2</td> <td>10</td> </tr> <tr> <td>August – January</td> <td>Two periods/day</td> <td>1</td> <td>5</td> </tr> <tr> <td>January – June</td> <td>One period/day</td> <td>0.5</td> <td>2.5</td> </tr> <tr> <td>January – June</td> <td>Two periods/day</td> <td>1</td> <td>5</td> </tr> </tbody> </table>		Course Duration	Frequency of Class Meeting	Number of Credits (PA)	Number of Credits (NJ)	August – June	One period/day	1	5	August – June	One period/every other day	0.5	2.5	August – June	Two periods/day	2	10	August – January	Two periods/day	1	5	January – June	One period/day	0.5	2.5	January – June	Two periods/day	1	5
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January – June	Two periods/day	1	5																											
How will we continue to monitor each senior's progress toward graduation?	<p>It is the school's responsibility to monitor each student's progress toward graduation. In an effort to ensure students meet graduation requirements and graduate with their four-year cohort, schools are encouraged to do the following:</p> <ol style="list-style-type: none"> 1. Cross reference each senior's transcript with the revised graduation requirements. 2. Use a credit tracker template to track successful completion of courses required for graduation. 																													

	<p>3. Communicate with students and parents if students will not meet graduation requirements and are required to participate in summer credit recovery.</p>
Final Transcripts for Seniors	<p>1. Final transcripts will display the final numeric grade and the number of credits earned for each course.</p> <p>2. Final transcripts will display the graduation date for each graduate.</p> <p style="padding-left: 40px;">a. The graduation date for students who meet graduation requirements by the end of the school year shall be the day of commencement services for the school.</p> <p style="padding-left: 40px;">b. If students do not meet graduation requirements during the school year and meet graduation requirements by passing summer school, the graduation date on the transcript will be the last date of summer school.</p>
How will we ensure students have met graduation requirements?	<p>Each school shall cross reference each student’s transcript with state graduation requirements to ensure that students have met graduation requirements.</p> <p>Graduation decisions for students with IEPs will be determined by the school IEP team after reviewing student performance and reviewing the IEP goals.</p> <p>The school principal will certify, with signature, that each graduate has met graduation requirements.</p>

HUMAN RESOURCES

COVID-19 Related Challenges and Associated Work Accommodations

We know that the pandemic has been challenging for our staff and the HR team is eager to assist employees with navigating returning to school full time while meeting their needs.

Challenges	Work Accommodations
1. Staff who have COVID-19 themselves	Employee has the option to take up to 12 weeks of time, doctor supported (FMLA/FFCRA.) Paid at 100% or cap for first 2 weeks (FFCRA), then 60% or cap (STD.) If not eligible for FMLA, just 2 weeks at 100% at cap (FFCRA) then as long as doctor supported and not a burden, paid at 60% or cap (STD), if eligible.

2. Staff who have immediate family member at home they care for with COVID-19	Employee has the option to take up to 12 weeks off, doctor supported (FMLA/FFCRA.) First 2 weeks are paid at 2/3 pay or cap (FFCRA.) The rest is unpaid. If not eligible for FMLA, just 2 weeks at 2/3 pay or cap (FFCRA.)
3. Staff who can't access their childcare services due to COVID-19 issues	Employee has the option to take up to 12 weeks off paid at 2/3 or cap (FFCRA.)
4. Staff who have a qualifying disability (e.g., those with an underlying medical condition which also places them at a "higher risk" for COVID-19 complications)	Employee has a right to reasonable accommodations (e.g., work remotely) (ADA) Note: what is "reasonable" varies and depends on the specific position, the essential responsibilities of the position, the healthcare provider's recommendations and the employee's requests

There are no set legal provisions or Mastery policies for staff facing the following challenges:

- That live with essential workers who are regularly exposed to COVID-19
- That live with someone who is at a "higher risk" for COVID-19 complications due to an underlying medical condition
- Who have childcare access but aren't using it
- Who are healthy and have no dependents, but are uncomfortable returning to a school site

To request a leave and/or accommodation staff members should email hr@masterycharter.org ASAP. Staff who have significant concerns about working in-school with children this fall are encouraged to contact HR and apply for an accommodation to work virtually. We will grant all requests for those staff who meet the legal exemption/accommodation requirement. We will also do everything in our power to grant request for reasons that do not meet the legal definition – if at all possible we do not want you to work if you are significantly uncomfortable. We can't guarantee it, but we are going to try our best.

If staff work in the school building with children present this fall, **we will pay staff a 10% supplement** for the days they are working in this capacity – this will apply to all employees who work in-person with children this fall, part-time staff included. The work day for staff, virtual or online, will follow regular school hours and regular contract hour expectations.

HR is researching enhancing our childcare offerings (e.g. having a daycare site that is open for Mastery staff that adheres to local and state guidelines, offering in-home supplemental childcare) – more details to come as soon as we have more information to share. Mastery is maintaining its policies on bringing children to work as described in the employee handbook firm (i.e. that employees should not bring children to school barring occasional emergencies) as well as contract parameters.

Teacher Coverage Flexibility

Any staff member with an Associate's degree or higher may provide up to one report period of coverage for a teacher (regardless of the staff member's certification/qualifications) if that staff member is:

- Teamed with a teacher of record (including common planning time)
- Supporting content developed by a certified teacher, which could include "platform management"
- Managing activities as they are directed by a certified teacher
- Giving feedback on student work but not ultimately giving a grade (so both need access to a gradebook)
- Referred to as a "Teaching Assistant" or "Aide" but not "Teacher"

Note – The teacher, not the assistant, will still be responsible and be reported as the teacher of record for the course.

Frequently Asked HR Questions

LEAVES

- **Is there a flat policy on pregnancy as a condition to warrant staying home? Do teachers still need to file for FMLA?**
 - There is not a flat policy on pregnancy as a condition to warrant staying home. A pregnant employee must open a claim with Cigna; this will start the process of determining if there is an accommodation or leave the individual may be eligible for in pregnancy. Note that actual recovery from childbirth or a pregnancy complication - not normal pregnancy itself - could be considered a disability (which *would* then warrant staying home).
- **If a teacher applies for FMLA/accommodations, can principals receive notification within 1-2 business days?**
 - HR requests that employees inform their manager and principal of leave or accommodation requests - and we will ramp up our reminders to employees to help ensure that they do this. We will also increase the frequency of our SLT leave communication from bi-weekly to weekly, and plan to include more detail within these messages, like *upcoming* leaves provided they are not protected by confidentiality. We also intend to revisit our communication structure through the summer and fall to ensure it is meeting the needs of our leaders.
- **Is there a place leaders can access to see which staff are requesting leaves, which are in process, etc.?**
 - There unfortunately is not a centralized place where leaders can access a comprehensive update on the status of their staff members' leave and accommodation requests. We hope to get there with Workday in the future.
- **Would teachers qualify for FMLA if their county is in the red and daycares/schools are closed?**
 - The FFCRA (Families First Coronavirus Response Act) created a new leave type for those unable to work due to a need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19. Cigna will make the determination about whether an employee's specific situation falls under this type of FFCRA leave and whether the employee is entitled to FMLA (if an employee has already

taken 12 work weeks of FMLA leave during the past 12 months, the individual may not be eligible to take additional leave).

- **Are there specific conditions that automatically qualify for remote work or FMLA?**
 - Because there are so many possibilities, we are unable to provide a list of conditions that would automatically qualify a staff member for remote work or FMLA. Employees must open a claim with Cigna so that we can ensure a consistent, equitable and compliant process for everyone.

Substitutes

- **Will we have additional funds for subs if too many teachers are out due to pre-existing conditions?**
- **Can the recruitment team build a pipeline of guest teachers/long-term subs so that once all leave requests come in we can hire folks quickly?**
- **What is the availability of long term subs and/or Guest teachers?**
 - At the start of high season, we were projected to need hiring twice as many teachers as we are now planning for. As a result, the pipeline is mostly outpacing hiring demand. As of July, we were about 75% hired compared to 57% hired at this time last year. We are still actively sourcing, screening, and processing teacher candidates for all definite and potential vacancies. We are also waitlisting lesser qualified candidates and candidates in positions where we have no projected need. Currently, we have over 80 candidates on our waitlist and will be taking steps throughout the summer to keep this pool warm and updated.
 - To respond to late or unexpected hiring needs, teacher recruiters will screen daily and will keep an open line of communication with campus leadership, including the continuation of bi-weekly check-ins with Principals, in order to have a steady pulse on staffing risks. For our first round of hiring, we were able to place several Residents into guest roles. We have received nearly 30 guest applications and are screening on a rolling basis. We are also referring waitlisted and lesser qualified candidates to guest roles.
 - To generate an internal sub pipeline, we will also refer waitlisted and lesser qualified candidates to sub rules. We will also post for and screen for building and long-term subs. For external sub options, we have surveyed Mastery-Approved Sub Vendors that are included in this shared Google Doc with up-to-date contact info, data, etc. Most but not all have provided updated info in this document with their plans for the fall.

Employee Relations

- **With the additional time commitment in planning both asynchronous and synchronous lessons, are we going to revise the employee handbook? Pay more money to teachers given the additional “preps” it will take to deliver the different lessons? Or something else entirely?**
 - Human Resources is currently in the process of reviewing and revising employee handbooks, and will ensure there is clarity around contracted loads, additional caseload compensation, and additional preps.

CHILDREN OF STAFF

- **Can Mastery employees enroll their children at our schools for child care options and education?**
 - We agree that this would make a lot of sense. At this point, the state regulations aren't flexing in terms of who is eligible to enroll in schools. We have asked them to consider at least a temporary waiver – we are not optimistic that this will happen.

PERFORMANCE EVALUATION

Overview

While Mastery operates under FLM and prioritizes the safety and health of students and staff members, we will make adjustments to our performance evaluation approaches. As we plan to re-open schools in the fall, all formal performance data captured during RP1 (such as student achievement data, teacher observation ratings, dean observation ratings) will not factor into 10M employees' end-of-year performance reviews. In alignment with our mission under FLM, prioritizing the safety and health of students and staff requires certain traditional methods of operating, such as *some* formal evaluation practices, to take a back seat as students and staff adjust to the FLM.

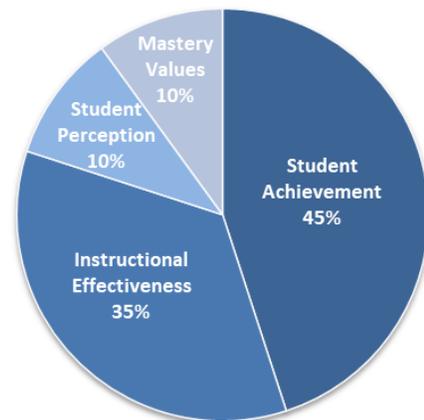
Here is a summary of how our performance evaluation systems will be adjusted during FLM – **RP1**. Please note that plans for RP2 and beyond are TBD and will be developed as we test approaches and gather data during RP1.

Teacher Advancement System

There are four criteria areas that determine advancement for teachers: *Student Achievement*, *Instructional Effectiveness*, *Student Perception*, and *Mastery Values*.

Student Achievement

RP1 student achievement metrics from online assessments and benchmarks will not formally factor into EOY decisions for teachers. Teachers and leaders should continue (as in previous years) to set learning/achievement goals for students at the start of the school year. The HR team will not implement the formal goal-setting process that typically happens in September of each school year that requires principals to submit all teacher goals to HR for review; however, leaders should still set clear expectations for each teacher during RP1.



Instructional Effectiveness

Formal observations are on pause during RP1. Teachers will receive tier visits (frequency TBD) with instructional expectations that are standard across all teacher performance categories. There are no formal, differentiated instructional expectations for teachers during RP1. See more information on teacher instructional expectations under FLM in the *Instructional Standards* section.

Values

We believe that in order to fulfill our mission under the challenging circumstances of a pandemic and social and civil unrest, we will be leaning on our values more than ever. We expect all staff to fulfill their

responsibilities and actively contribute to their school’s community under these new circumstances. Teachers should continue to receive feedback regarding demonstration of Mastery values related to:

- Interactions with our communities, including students, peers, administrators, and parents.
- Fulfilling the responsibilities of their position, following policies as described in our employee handbook as well as other reasonable requests made by their supervisor.
- Maintaining a high level of professional expectations (e.g., being prepared for class, reporting to work on time, following call out procedures, interacting with staff and students in a manner that aligns to our values)

Student Perception

Student surveys are typically administered twice per school year – leading up to the Mid-Year (MY) and End-of-Year (EOY) review periods. As it currently stands, the survey must be administered in school buildings and therefore, the administration is dependent on the mode we are operating in at the time (CLM or DLM) and the feasibility given other priorities. The HR team will work to ensure the timeline of the survey is adjusted (if needed) to make room for priority activities at the school. Additionally, the HR team will partner closely with the Data team to explore an online survey that can be taken remotely by students. More details to come.

Mastery’s Management Model (M3) – 10 Month Employees

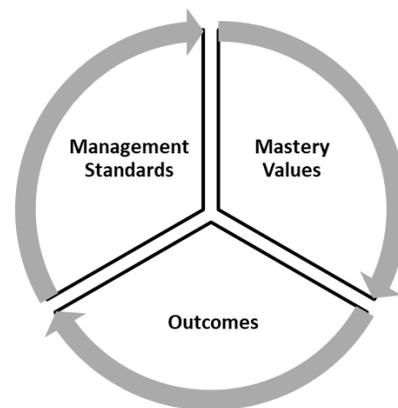
Mastery’s Management Model complements the Teacher Advancement System and shapes the way we support, train, and evaluate our non-instructional staff. The model, similar to the teacher advancement system, incorporates three main areas in which performance will be evaluated: Outcomes, Management Standards, Values.

Outcomes

Leaders should continue to set and communicate clear RP1 outcomes for all 10M, non-instructional staff, including Deans, Social Workers and Internship Coordinators. RP1 outcomes data will not formally factor into EOY decisions for 10M employees.

Management Standards

The management standards provide a set of competencies that non-instructional staff need to demonstrate in order to be successful in their roles. During FLM, leaders should continue to observe and provide feedback to staff members on the demonstration of the standards in carrying out their roles; however, performance data captured during RP1 should not negatively impact an employee during EOY performance reviews. Feedback should be shared with employees for developmental purposes (skill building) and for leaders to identify professional development opportunities for staff.



Values

Same expectations as above under TAS.

Performance Management Implications

There is no doubt that our circumstances will impact staff performance and behaviors. Teachers are adapting to a new world of distance learning. School leaders are adapting to managing and leading in a

remote setting. We will also have new health and safety procedures that will take priority. We are all learning. Because of this reality, we are encouraging management practices that are highly flexible and supportive in addition to being highly accountable.

The goal for RP1 performance management is that staff members receive feedback that is developmental, informal, and that does not have negative implications for EOY reviews. Staff members should have the space to learn, make mistakes and improve performance. Performance data captured during RP1 should be used to develop new skills and identify PD opportunities. In the event that staff member performance and behaviors do not align to their position expectations or Mastery values, managers should use Mastery’s performance improvement processes to address performance concerns.

Performance Improvement Plans (PIPs)

PIPs are used to address instructional performance concerns for teachers and quality of work/consistency concerns for non-instructional employees. During RP1, as all staff members are learning our new FLM and adjusting to our new normal, we do not expect PIPs to be utilized to address performance concerns. If after RP1, there continues to be concerns with instructional quality or quality of work for non-instructional employees, supervisors should work with HR to discuss a PIP implementation.

Professional Responsibility Management

During RP1 and beyond, we are expecting staff members to uphold a high level of professionalism (such as communicating with supervisors, following call out procedures, following schedules, being open to feedback, following feedback, etc.). We need to lean heavily on demonstrating our values during these challenging times. Supervisors should address concerns related to adherence to professional expectations as they arise and work closely with our HR team on the best course of action. We will continue to employ our progressive discipline approach in these cases. We also want to make sure we include a supportive approach in addressing performance concerns by checking the health and safety of employees first, before following up with discipline measures, such as written warnings.

Performance Management Process Timeline

Our performance management processes will be impacted as we enter the upcoming school year under FLM. We expect to continue to carry out core performance management processes (MY reviews, EOY reviews, contract distribution), but *how* these processes are implemented may look different, and timelines will likely be adjusted.

Event	Normal Timing	FLM Timing
Annual Goal Setting	August - September	August – September
Midyear Review	January – February	TBD
End of Year Review	April – May	TBD
New Contracts	May	TBD

Annual Goal Setting

HR will not implement its normal process of collecting teacher goals at the start of the school year. The expectation is that leaders set learning/achievement goals with each teacher at the start of the school year. It is also expected that other 10M, non-instructional employees have clear expectations for RP1. These expectations should be set and communicated by the supervisor and align to priorities for the

school. The HR team will explore goal setting guidance for teachers and other 10M employees by the start of RP2 in preparation for MY/EOY performance reviews.

Mid-Year Reviews (MYs)

MY reviews will still happen. There may be an adjusted, simplified template created for FLM, and the timeline will likely be adjusted. More details to come.

End-of-Year Reviews (EOYs)

EOY reviews will still happen. The circumstances and learning mode (CLM/DLM) leading up to the EOY review period will determine the specific process to be followed. The length of time that we are in FLM during the school year and our financial outlook will determine if our EOY compensation process will be closer to our traditional pay-for-performance model or adjusted to employ a more standard compensation model (see below for options).

IF....	EOY Impact
FLM for <half of SY	<ul style="list-style-type: none"> - Traditional pay-for-performance EOY process, slightly decreased 'expected increase' - ~3% vs. 3.5% as in previous years - Will have budget implications for schools (e.g., maybe 1-2 less headcount in FY22), further discussion with principals needed
FLM for >half of SY	<ul style="list-style-type: none"> - Adjusted EOY process <ul style="list-style-type: none"> o Standard salary increases for all (e.g., 2% for all) + bonus program o Bonus program criteria options: <ul style="list-style-type: none"> ▪ Performance-based: based on FLM inputs (e.g., use RP2/RP3 tier visit scores + other inputs to set differentiated bonus amounts) ▪ Performance-based: based on previous years' MY/EOY data ▪ Retention: sign contract by X date and return for the 20-21SY, hard-to-fill positions ▪ School-wide performance: all teachers get bonus if school hits X achievement target for the SY ▪ Other: all options being explored

We want to be as close to our traditional pay-for-performance model as possible. Our traditional pay-for-performance models rely on set processes and performance data to aid in performance and compensation decisions for our employees. These processes and data points are essential to ensuring that our systems are carried out with transparency, consistency, fairness and equity. In the potential absence of some of these processes and data points, we are not confident that we can offer differentiated base pay to employees in a consistent and equitable manner. We will explore all possible options to get as close to our traditional model as possible. We look forward to discussing further with our school leaders.

New Contracts/Contract Distribution

Our contract distribution process will still happen electronically as in previous years. The timing of contract distribution may be adjusted based on decisions we make about our EOY process. For example, if we decide to use RP4 performance data as input into EOY decisions, that could push the timing of contract

distributions to a later date. And if we decide to implement a standard increase, we could issue contracts much sooner than our standard timeline.

Our next steps, as we work on building the next iteration of our performance evaluation proposals for RP2 and beyond, will include reviewing all feedback, partnering with NST functions, school leaders, and hopefully some employee groups to gather a well-rounded perspective on our performance evaluation approach under our new circumstances.

SCHOOL CULTURE

Trauma Informed Approaches

In our Flexible Learning Model, teachers will utilize trauma informed Instructional Standards to promote a positive classroom culture. All families will complete a Family Success Plan (as a part of family orientation). The Family Success Plan outlines academic engagement expectations for students and families. Teachers and staff will increase focus on fostering positivity as a part of classroom management structures. Positivity ratio will increase from 3:1 to 5:1 (Positivity ratio will be tracked using Kickboard). Schools will provide programming that supports and promotes student leadership, joy, and social belonging.

Culture Systems

The following approaches to disciplinary/attendance/lateness systems have been adjusted for the FLM to account for and attend to:

- Trauma our students are experiencing and continue to experience
- Health and safety concerns related to social distancing
- Significant instructional time lost in SY20 and potentially ongoing

1. Classroom Management and Level I Systems

The use of paper merit and demerit systems are to be discontinued. Kickboard is strongly recommended for supporting PBIS and classroom management routines. Mastery will integrate Kickboard into Schoology and provide data and support. Schools are strongly encouraged to avoid hosting detentions and should only do so if safety can be assured. Recommended alternatives to detention include:

- **Kickboard deductions**
- Phone call to families
- **Restorative conferences**
- Loss of privileges

2. Suspension

Schools are strongly encouraged to avoid the use of suspension for addressing chronic Level I and Level II infractions and to limit the use of suspension to primarily warranted Level III infractions. Recommended alternatives to suspension include:

- Mandatory family conference (preferably virtual)
- **Restorative conference**
- Community service
- Peer mediation
- **Behavior tracker with incentives**
- **Zones of Regulation**
- Kickboard deductions
- Loss of privileges
- **Trauma-Informed In-School Suspension (allowing for social distancing)**

3. Attendance & Lateness

Schools are strongly encouraged to avoid utilizing consequence for lateness that are potentially related to transportation complexities. Attendance Response Systems for days when students are expected to be present in school, will remain the same (Pre-COVID) with a process for family exemptions from physical attendance due to medical concerns. For days when students are expected to engage in virtual learning, students will need to log into a Morning Meeting/Advisory Check-in course, via Schoology, and respond to a brief wellness survey to be counted as present.

4. Reward and Incentive Systems

Culture teams are strongly encouraged to increase focus on positive reinforcement and incentivizing the student engagement behaviors we want to see in schools.

- *Virtual Merit Malls*- Schools are strongly encouraged to utilize “virtual” Merit malls (ie. Amazon style) by shipping items directly to students’ homes. Students will have access to the Merit Mall link via Schoology and will be able to utilize their Kickboard or Dojo dollars to purchase items and have them mailed directly to students’ homes.
- *Field Trips*- Due to health and safety concerns, no field trips should be scheduled for RP1. Field trip options will be revisited for RP2 and onward.
- *Adoption and implementation of Kickboard*- It is strongly recommended that schools adopt Kickboard as a vehicle to promote positive behaviors, foster strong joyful classroom culture and build staff/family collaboration and communication around student behavior. Kickboard is fully integrated with Schoology.
- Paper merits and demerits are no longer a part of the Mastery common foundation.

Code of Conduct

FLM Code of Conduct (New Jersey)

Level I Infraction Category		Consequences			
		Redirection	Inquiry	Teacher-Deduction or Other Teacher Assigned Consequence	Dean Call, Conduct Referral, and/or Classroom Removal
Failure to Carry Hall Pass and/or Appropriate ID (per instance)				X	
Lateness to Class (per instance)				X	
Community Infraction (Per instructional block)		1	2	3	
Disruptive Behavior (instance per instructional block)		1	2	3	4
Insubordination (instance per instructional block)		1	2	3	4
Uniform Violation (per instance) (For students in grades K-3 the school’s culture team should address during breakfast and make phone call home.)				X	
Level II Infraction Category	Consequences (Families should be informed for all infractions.)				Level III Infraction Category-All infractions warrant a disciplinary hearing. Possible outcomes are posted below.
	Detention or Additional Kickboard/Dojo Deductions	In-School Consequences (Select one: Loss of	<u>Grades K-2:</u> Loss of Privilege and	<u>Grades K-2:</u> Mandatory Parent Conference	Disciplinary Hearing with Possible
					*Theft Bullying/Cyber-bullying Sexual Harassment/Intimidation

		Privilege or Community Service plus Restorative Action	Restorative Conference Grades 3-12: Assignment of 1 day of ISS or Community Service plus Restorative Conference	Grades 3-12: Assignment of 1-3 days of Out-of-School Suspension and Mandatory Parent Conference (MPC must include impacted staff)	Outcome of Alternative Placement or (NJ) Long-Term Placement	Possession or Use of Illegal Drugs, Tobacco, and/or Alcohol and/or Engagement in Illicit Activity on School Grounds Arson and/or Possession of Fireworks and Other Explosive Devices *Vandalism Reckless Endangerment Threatening a Staff Member or Staff Members Instigation and/or Participation in Group Assault *Physical Assault Aggravated Assault Non-Consensual Sexual Misconduct Firearm, Weapon, or Dangerous Instrument Terrorist Threats/Acts Robbery Burglary Extortion Inciting Violence-Level II-1st Offense Suspension Inappropriate Consensual Sex-Level II-1st Offense Suspension
Academic Cheating, Plagiarism, and Forgery (Loss of credit for assignment is an automatic consequence.) (referral per year)		1	2-3	4		
Repeated Level I Infractions* (referral per marking period)	1-2	3	4-5			
Cutting* (referral per semester)		1-2	3-4			
Persistent Disruption/Insubordination (referrals per semester)	1 (Removed from the Instructional Block)	2-3	4-5	6	7	
Elopement* (referrals per semester)	1	2	3-4	5		
Physical Aggression (referral per year)			1	2	3-4	
Provocation (referral per Year)		1	2-3	4	5-6	
Inappropriate Behavior to Students (referral per year)	1	2	3-4	5		
Inappropriate Behavior to Staff (referral per year)		1	2	3	4-5	
Damaging or Stealing (Minor) (referral per year)		1	2	3		
Presence in a Restricted Area		1	2-3	4	5-6	
Disorderly Conduct		1	2	3	4-5	
Inappropriate Use of Technology (referral per year)		1	2-3	4	5-6	
Possession of Contraband (referral per year)		1	2-3	4	5-6	
Gambling (referral per year)			1-2	3		

Disciplinary Hearing outcome options for Level III infractions:
 Grades K-6:
 Additional Days of Suspension
 Behavior Contract with Restrictions/Supports
 Referral to the Intervention and Referral Services Team
 Grades 7-12:
 Behavior Contract with Restrictions/Supports
 Additional Days of Suspension (up to 10 days) and Behavior Contract (with supports)
 Expulsion
 Long-Term Suspension (NJ Only)

*Expulsion is not an option for the first offense for these infractions. Probation: Students who have received a long-term suspension will be placed on probation for two years upon return to the home campus. Any probationary student who commits a Level III violation will face expulsion.

Tier I Student Support Plans are created once a student receives three Level IIs within a marking period.

(See Excessive Infraction SOP for additional guidance.)

Prevent	Teach	Reinforce
<p>Seat or Class Change-Re-assignment of a student’s seat, class or cohort so that he/she is removed from distraction and in closer proximity to the teacher or positive peer role models.</p> <p>Proactive Check-ins with Positive Reinforcement- Scheduled visits to check on students during identified times of concern. Student is offered positive narration and reinforcement when he/she is meeting expectations during a proactive check-in.</p> <p>Break Pass- Scheduled, proactive break in accordance with set criteria. (within classroom or out of class)</p>	<p>Incentivized Behavior Tracker with Replacement Behavior- Identify a new pro-social behavior the student should adopt. Allow for opportunities to role play the use of the new behavior. Identify student-led incentive the student can earn for adopting the replacement behavior.</p> <p>Use of Calming Corner or Calming Back Pack- Quiet area of the classroom equipped with soft furnishings and soothing materials to help a student de-escalate when upset. A timer should be used and should not exceed a five-minute break for the student.</p> <p>Zones Class with Dean Check-In- Weekly small group instruction course (30-45 minutes per class) facilitated by the Dean of Students, over a 6-week period. Students in the Zones classes also receive weekly check-ins with the dean.</p> <p>Restorative Conference-Conference between impacted parties to discuss the harm that was caused and ways to repair it and move forward.</p> <p>CICO with Replacement Behavior Mini-Lessons- Dean will meet with student to role play challenging scenarios and explicitly teach the student a regulation strategy to use within those moments.</p>	<p>Positive Phone Calls Home- Proactive phone call in response to a student meeting expectations</p> <p>Behavior Tracker –Document that tracks frequency with which a student exhibits desired replacement behavior and spells out the increased access to incentives student will earn as a result.</p> <p>Campus Job/Leadership Opportunity-Student is assigned a campus role that would allow student to give back to the school community and to exercise a sense of leadership and empowerment</p>

Attendance Tracking for Flexible Learning Model

Student attendance is crucial for academic achievement. The current pandemic has led Mastery to retrofit procedures for collecting and reporting student attendance for virtual learning. In RP1 of School Year 20-21, students will receive instruction in two possible settings – 1) in school buildings for a portion of the week, and 2) at home for a portion of the week.

In-person Instruction

Students attend school in-person according to schedule. The current attendance process will remain the same:

- Utilize Cognos to obtain student attendance data
- Send Daily Attendance Blast to all staff
- Ensure student absences have an appropriate action assigned (letter, phone call, meetings) in eSchool daily
- Ensure automated Parent Square messages are sent daily in family’s preferred language
- Ensure attendance letters are sent daily and appropriately documented in eSchool (as evidenced in Cognos-Discipline-Attendance action report)

Distance Learning

Students attend school through virtual/remote learning according to schedule or by selection. Students will be marked present by logging into Schoology and engaging in course content.

Attendance Tracking Process for Distance Learning:

- **Students will:**
 - Log into “Schoology” with their username and password during each virtual learning day, which will mark them present. Students who fail to log in on their assigned distance learning day will be marked absent from school
- **Attendance Coordinators will:**
 - Log into Cognos to run individual virtual attendance reports
 - Send Daily Attendance Blast which will include all distance learning attendance for the previous day. See chart below.

Day of Week	Attendance Actions to Reconcile
Monday	Virtual Learning Cohort A from Friday Virtual Learning Cohort C from Friday
Tuesday	Virtual Learning Cohort A & B from Monday Virtual Learning Cohort C from Monday In person Group A
Wednesday	Virtual Learning Cohort B from Tuesday Virtual Learning Cohort C from Tuesday In person Cohort B
Thursday	Virtual Learning Cohort A from Wednesday Virtual Learning Cohort C from Wednesday In person Group A
Friday	Virtual Learning Cohort B from Thursday Virtual Learning Cohort C from Thursday In person Cohort B

- Communicate attendance actions:
 - After week 2 of RP1 – begin parent notification, i.e. parent square messages, live-in calls, home visits (if permissible) and attendance correspondences
 - Ensure student absences have appropriate action assigned in eSchool
- **Referrals:** There will be a temporary moratorium on submitting DA (PA) and Municipal Court (NJ) truancy referrals for RP1. *Attendance Coordinators will refer potential truancy cases to the Assistant Director of Attendance & Compliance for intervention.*

SPECIALIZED SERVICES

One of the most important, and challenging, aspects of getting our Flexible Learning Model up and running is how we ensure we are thoughtfully and fully supporting our students with exceptionalities and our English Learners. We also know that each school will need to work with their RSO and the Specialized Services team to craft a plan that works for their students based on staff, physical space, student need, etc.

Currently, students with IEPs and English Learners will be educated in building (when possible) between 2-4 days. The number of days a student attends will be determined based on a number of factors including: availability of transportation, building and classroom capacity, scope and sequence of general education curriculum, complexity of needs based on disability and English proficiency.

Hierarchy of Needs to be prioritized for 4 days of Instruction:

Priority	Group	Justification
1	Full Time Support Low Incidence**	<ul style="list-style-type: none"> Challenges with accessing fully virtual instruction Potential Compensatory Services
2	Supp. Support Tier 3 Replacement Curriculum Anchor Level 1-2	<ul style="list-style-type: none"> Challenges with accessing fully virtual instruction Potential Compensatory Services
3	English Learners ELP 1-2	<ul style="list-style-type: none"> Exposure to English Language Environment
4	Tier 2 Supplemental Curriculum	<ul style="list-style-type: none"> Students with limited participation in HAP Phase 3 Potential Compensatory Services

Academic Interventions

We will continue to provide quality intervention to our students identified as needing Tier 2 and Tier 3 academic supports. New curricula has been identified to accommodate the FLM, and each has aligned online components and teacher lessons, which can be implemented fully virtually or in class limited capacity model. **A substantial change is being made to Special Education support of Tier 2 students:** inclusion support in general education math and ELA classes will be prioritized. Additional research-based Math and Reading Intervention time will be available to students online during asynchronous learning opportunities.

Daily Academic Intervention Instruction (Reading, Math and/or Writing)

Tier 3 Replacement of General Education ELA and/or Math Class(es)	Tier 2 Supplemental Intervention to General Education ELA and/or Math Classes
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<ul style="list-style-type: none"> • Small Group Instruction • Replacement Curriculum based on recommendations below – provided synchronously in person or virtually • Assignment of the right lessons in the aligned online component, available asynchronously, monitor progress and make adjustments. 	<ul style="list-style-type: none"> • Inclusion (Push In) support to General Education class by a special education teacher • Small Group Pre-Teach/Remediation/Re-Teach within general education core class or virtually in a synchronous small group. • Optional Additional Research based Intervention online component available asynchronously, monitor progress and make adjustments
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Reading Intervention Program Recommendations (by grade and tier)

All curriculum has an online and teacher instruction component embedded together.

Grade	TIER 3 <i>FULL REPLACEMENT</i> *Students receive modified Core Instruction and take alternate State Assessments (PASA/DLM)*	TIER 2 <i>SUPPLEMENTAL REPLACEMENT</i> *Supplements the Core Instruction and take the Standard State Assessment (PSSA/NJSLA)*
K - 2	Pre-Literacy/Primer Level	PP – D; 0 – 1.0 GLE
	iRead/Amira *If appropriate, see Low Incidence Guide	i-Ready
3	PP – D; 0 – 1.0 GLE	D - J; 1.0 – 2.0 GLE
	System 44 *If appropriate, see Low Incidence Guide	i-Ready
4	PP – I; 0 – 1.83 GLE	J – M; 2.0 – 3.0 GLE
	Read180 Stage A/System 44 * If appropriate, see Low Incidence Guide	i-Ready
5	PP – L; 0 – 2.67 GLE	M – P; 3.0 – 4.0 GLE
	Read180 Stage A/System 44 * If appropriate, see Low Incidence Guide	i-Ready
6	PP – M; 0 – 3.0 GLE	P – S; 4.0 – 5.0 GLE
	Read180 Stage A/System 44 (for students in elementary school buildings) Read 180 Stage B/System 44 (for students in middle/high school buildings) * If appropriate, see Low Incidence Guide	i-Ready
7	PP – O; 0 – 3.67 GLE	P – V; 4.0 – 6.0 GLE
	Read180 Stage B/System 44 * If appropriate, see Low Incidence Guide	i-Ready
8	PP – R; 0 – 4.67 GLE	S – Z; 5.0 – 7.5 GLE
	Read180 Stage B/System 44 * If appropriate, see Low Incidence Guide	i-Ready
9 - 12	PP – S; 0 – 5.0 GLE	T – Z; 5.33 – 7.5 GLE

	Read180 Stage C/System 44 * If appropriate, see Low Incidence Guide	Imagine Reading
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Writing Intervention Program Recommendations (by grade and tier)

Grade	TIER 3 FULL REPLACEMENT *Students receive modified Core Instruction and take alternate State Assessments (PASA/DLM)*	TIER 2 SUPPLEMENTAL REPLACEMENT *Supplements the Core Instruction and take the Standard State Assessment (PSSA/NJSLA)*
1 -12	Quill	n/a

Math Intervention Program Recommendations (by grade and tier)

All curriculum has an online and teacher instruction component embedded together.

Grade	TIER 3 FULL REPLACEMENT of General Education Math *Students receive modified Math Instruction Students take alternate State Assessments (PASA/DLM)*	TIER 2 Push In Support from Special Education to General Education Math Class Optional SUPPLEMENTAL Addition Intervention *Supplements the Core Instruction and take the Standard State Assessment (PSSA/NJSLA)*		
K-3	K	K-3		
	Number Worlds *If appropriate, see Low Incidence Guide	i-Ready		
4	K	K-4		
	Number Worlds * If appropriate, see Low Incidence Guide	i-Ready		
5	K	K-5		
	Number Worlds * If appropriate, see Low Incidence Guide	i-Ready		
6	K – 2.0	2.0 - 3.0 / \leq 10% on MAP and BB		
	Number Worlds * If appropriate, see Low Incidence Guide	i-Ready		
7-8	K - 2.9	3.0 - 5.0 / 5-10% on MAP		
	Number Worlds Math180 *See Low Incidence Guide	i-Ready		
9-10	K - 2.9	3.0 - 4.9	3.0 – 4.9 / < 75% on MAP & BB/B/ 1-3 (7 th grade)	5.0 - 7.0 / < 75% on MAP & BB/B/ 1-3 (7 th grade)
	See Low Incidence Guide	Math180	Imagine Math	Imagine Math
11-12	K - 2.9	3.0 - 4.9	3.0 - 4.9	5.0 - 7.0

	See Low Incidence Guide	Math180	Imagine Math	Imagine Math
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Emotional Support / Anchor

Students with emotional support needs will continue to benefit from comprehensive therapeutic supports within their home school. Mastery schools will continue to provide a skill-based approach to meet the unique behavioral and social needs of our students. The program will continue to allow us to be proactive to challenging behaviors and intentional in our responses and efforts to *re-direct and teach* more prosocial behaviors. Students will continue to be supported with a **level system** (aligned to typical behaviors expected in building and virtually), **skills class, counseling, classroom counselor support, and Anchor room support**. Skills Class Curriculum will be a combination of online options, and pre-recorded Zones of Regulation / Brainwise lessons. Additionally, there is a new Executive Functioning curriculum that has been identified.

Mode	Skills Class	Emotional/Therapeutic Support
CLM	<ul style="list-style-type: none"> ○ Students participate in Daily Skills class during in-building instruction. ○ Students will transition to the Anchor classroom to receive instruction. ○ The timing of this intervention will be determined once we determine amount of time in building and classes offered. 	<ul style="list-style-type: none"> ○ <u>Anchor Classroom:</u> <ul style="list-style-type: none"> ▪ Students at Level 1-2 will receive programming within emotional support environments ○ <u>Student Pro-active Support:</u> <ul style="list-style-type: none"> ▪ Classroom Counselor will be assigned as student mentor and act as primary point of contact for student participation in learning across all settings. ▪ Daily check-in will occur. Students at Level 3-5 will receive programming as determined by academic needs and receive push-in support from Classroom Counselor or other Anchor Staff. ○ <u>Student Responsive Support:</u> <ul style="list-style-type: none"> ▪ Will align with in-building Culture response plans. ▪ Classroom Counselor/Anchor staff will respond in real-time to provide therapeutic support. ○ <u>Daily Conferencing & School Store:</u> <ul style="list-style-type: none"> ▪ 5 minute daily conference between student and Classroom Counselor (preference for in person but can also be done virtually) to review performance of day ▪ Shop at School Store to receive behavioral reinforcement via token economy. ○ <u>Counseling:</u> <ul style="list-style-type: none"> ▪ Students displaying the most significant clinical needs will be prioritized to receive counseling during their in-building programming. ▪ Students with less need and/or continued performance at Level 4 or 5 will have the opportunity to receive counseling services via telehealth as appropriate. ▪ Small therapeutic groups will be reserved for students that require targeted intervention.
DLM	<ul style="list-style-type: none"> ○ Three days per week of skills instruction via real-time and/or pre-recorded lessons 	<ul style="list-style-type: none"> ○ <u>Student Pro-active Support:</u>

	<ul style="list-style-type: none"> ○ Additional student work will be completed asynchronously. ○ 1 day per week of asynchronous skills instruction via online platform. 	<ul style="list-style-type: none"> ▪ Classroom Counselor will be assigned as student mentor and act as primary point of contact for student participation in learning across all settings. ▪ Synchronous daily check-in will occur. ▪ Classroom Counselors will attend synchronous instruction to monitor student participation and engagement and will be in close communication with teacher(s) to monitor student performance. ○ <u>Student Responsive Support:</u> <ul style="list-style-type: none"> ▪ Will align with virtual Culture response plans and provide appropriate therapeutic interventions. ○ <u>Daily Conferencing & School Store:</u> <ul style="list-style-type: none"> ▪ 5 minute daily conference between student and Classroom Counselor to review performance of day and shop at School Store to receive behavioral reinforcement via token economy. ○ <u>Counseling:</u> <ul style="list-style-type: none"> ▪ Telehealth services will be provided to all students as determined by the IEP team and listed within the Related Services section of the IEP.
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Low Incidence

We will continue to serve students receiving comprehensive autism, life skills, and multiple disabilities support. Within the FLM, students with these needs will continue to benefit from services focused on: academic Interventions, functional academics, daily living skills, social skills, and communication. **Students are programmed for 4 days of in building instruction when possible.** The following curricula have been identified because they meet the needs of these students and provide both an online component and teacher lessons. Students will utilize both modes when in building to develop independence if/when schools have to be in distance learning mode. Identified curriculum includes:

- Early Literacy Skill Builder
- Early Reading Skill Builder
- Early Numeracy Skill Builder
- Vizzle
- Readtopia
- Freckle
- New2You

English Learners

We will continue to provide English Learner with direct language development instruction during a variety of modes: small group replacement ELA class, online ESL instruction, and comprehensible input teaching strategies, via the use of language scaffolds in English instructed core content classes (English language arts, math, history/social studies, and science). Additionally, students who have exited the EL program in both Pennsylvania and New Jersey SY 2018-19 and 2019-20 will continue to be monitored report periods 1-3. **A substantial change is being made for our FLM for English Learners: students with ELP 3-5 will be supported by the ESL teacher within the general education class.** ESL class requirements will be assigned in an online curriculum and completed asynchronously.

Curriculum

- **Imagine Learning** for grades K-5 for ESL Class: Online adaptive direct English language development program that covers WIDA language standards for listening, speaking, reading and writing with synchronous or asynchronous mini lesson taught by teacher
- **iLit** for grades 6-12 for ESL Class: Online adaptive direct English language development program that covers WIDA language standards for listening, speaking, reading and writing with synchronous or asynchronous mini lesson taught by teacher
- **National Geographic: Reach (K-6) or Edge (7-12) ELA** for ELA Replacement class: Online and Synchronous lessons.
- **American Reading Company:** for K-2 Spanish Language Arts online with synchronous or asynchronous mini lesson taught by teacher
- **Adelante:** for 3rd – 6th grade Spanish Language Arts with synchronous or asynchronous mini lessons taught by a teacher.

Mode of receiving English Learner programs

We have selected instructional programs for the FLM that can be implemented virtually in either synchronous or asynchronous lessons. The exception to this is the K-2 Spanish language arts curriculum, American Reading Company (ARC), that requires a live teacher to deliver classes, but can be supplemented with online materials.

Core Component	CLM/DLM	Fully DLM
ESL class for all English learners K-12	<ul style="list-style-type: none"> • ESL teacher pushes into core content to support with comprehensible inputs via scaffolds. • Online ESL class through Imagine Learning or iLit. 	<ul style="list-style-type: none"> • ESL teacher pushes into virtual core content to support with comprehensible inputs via scaffolds. • Online ESL class through Imagine Learning or iLit.
English language arts replacement taught by <ul style="list-style-type: none"> ○ ESL teacher for 3rd -12th grade ELs below ELP 3.0 	<ul style="list-style-type: none"> • ESL teacher teaches a live in-person lesson using Nat Geo to teach reading and writing classes in replacement of Wheatley or Springboard • Additional Assignments through Nat Geo Online Curriculum 	<ul style="list-style-type: none"> • ESL teacher teaches a synchronous lesson using Nat Geo to teach reading and writing classes in replacement of Wheatley or Springboard • Additional Assignments through Nat Geo Online Curriculum
English language arts replacement taught by <ul style="list-style-type: none"> ○ Bilingual teacher for K-6th grade Spanish speaking ELs enrolled below ELP 3.0 in New Jersey 	<ul style="list-style-type: none"> • Bilingual teacher teaches a live in person lesson using Arc (K-2) or Adelante (3-6) to teach reading and writing classes in replacement of Wheatley or Springboard • Additional online assignments through Arc and Adelante. 	<ul style="list-style-type: none"> • Bilingual teacher teaches a synchronous lesson using Arc (K-2) or Adelante (3-6) to teach reading and writing classes in replacement of Wheatley or Springboard • Additional online assignments through Arc and Adelante.

Social Work

We will continue to provide Social Worker services with the FLM. These services are a critical component to a safe and positive learning environment. They provide a variety of responsive supports to our neediest students and teach the personal skills they need for success.

Mode for Receiving Social Work Supports:

<p>Tier 2 & 3 Counseling (Curriculum & Delivery)</p>	<ul style="list-style-type: none"> • Counseling for Skill Development <ul style="list-style-type: none"> - 1:1 or group - Provided in person or virtually • Small Group Interventions: <ul style="list-style-type: none"> - Curriculum identified for use in person or virtually when necessary - These curricula do not have an online component but we were unable to identify online options to meet our students’ needs. To adapt, lessons will be centrally recorded to be used synchronously/asynchronously. <ul style="list-style-type: none"> ▪ Zones (K-12) - Self Regulation ▪ SMART (K -12) – Executive Functioning ▪ Brainwise (K-12)- Critical thinking and decision-making skills ▪ Superflex (K-6)– Self-Regulation and Flexible Thinking • Home Mentor Program (Tier II and III students) <ul style="list-style-type: none"> - Provided virtually - Check-ins and Support 1x weekly - Parent Engagement and Support 1x weekly • Check-in/Check-out (daily) provided in person and virtually when fully online <ul style="list-style-type: none"> - Utilize Kickboard, teacher scoring, Mentor practice and feedback on goals - Reinforce and Reward • Partnerships with External Providers <ul style="list-style-type: none"> - Referral to Services as needed - Provided virtually until outside providers can enter buildings
<p>Case Management</p>	<ul style="list-style-type: none"> • Resources for Students and Families provided virtually <ul style="list-style-type: none"> - Social Work Case Management for families experiencing Hardship <ul style="list-style-type: none"> ▪ Strategies to meet overwhelming/universal need: ▪ Resource Bank posted Mastery-wide (website/parent square/Schoology) ▪ Identify which resources are most salient (regionally and city-wide) ▪ Updated regularly ▪ Staff trained to identify & refer students to the resource or to the Social Worker as needed
<p>Crisis Response</p>	<ul style="list-style-type: none"> • Crisis response provided in person when possible <ul style="list-style-type: none"> - Behavioral Health and Child Welfare <ul style="list-style-type: none"> ▪ Suicide Assessment/Prevention ▪ Other Behavioral Health Crises

	<ul style="list-style-type: none">▪ Child Abuse Identification & Reporting
I&RS	Referral System to be determined once student support systems are aligned with culture and typical behaviors within the FLM are defined.

LOOKING AHEAD

Defining RP1 Success

Our highest priorities in RP 1 are to open safely, serve our students emotional and physical safety and ensure students learn, making up for the lost learning of the previous closure. In order to do that, our core priorities are:

Ensuring Safety <ul style="list-style-type: none"> • Physical Safety • Emotional Well-Being 	Pursuing Equity <ul style="list-style-type: none"> • Accelerating Learning • Engaging Families
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The following set of KPIs is designed to support these priorities. These KPIs are simple and few in number in an effort to prioritize the actions of leadership and staff. Academic KPIs are limited to engagement and do not include any measures of achievement. This adjustment from typical practice is in recognition and support of school leader flexibility to navigate staffing, attendance, instructional modalities, trauma and other related challenges while ensuring year-long academic growth and social emotional development.

Starting the week of 9/7 and throughout the RP, principals will receive weekly updates of KPI performance. These updates will not include threshold notes but will include aggregated network comparables. In other words, elementary schools will receive the network elementary ADA median or average. The comparables are intended to support school leaders in their planning and prioritization. Further data can always be requested from RSOs.

The following is the list of RP1 SY21 KPIs:

Health & Safety: Daily checklist of health and safety protocols conducted by principal.	Family Schoology Engagement: Average percentage of students whose parent/guardian logged into Schoology weekly or more.
Instructional Foundations: Percentage of instructional staff meeting the FLM version of Instructional Standards.	Parent Conference Participation: Percentage of students whose parent/guardian has participated in a progress report conference.
Average Daily Attendance: Average percentage of students in attendance. Including: A/B in bldg, AB online, AB 5 day, C 5 day, combined all 5 day.	Computer Access: Percentage of students with access to a working computer.
ELA Distance Learning Engagement: Average percentage of students engaged in ELA distance learning daily.	Internet Access: Percentage of students with access to high speed internet.
Math Distance Learning Engagement: Average percentage of students engaged in Math distance learning daily.	

In addition to the above KPIs, Annual Goals and Equity Metrics will be presented prior to the start of SY21.

Mastery Schools



Health and Safety Plan
(8/5/2020 version 2:20p)

Mastery Schools Health and Safety Plan

Purpose:

In response to the COVID-19 pandemic, Mastery, seeks to re-open its schools in a way that ensures the safety and well-being of students, families, teachers, and staff. As such Mastery has named four priorities as we prepare to begin the 2020-2021 academic year:

1. Safety
2. Emotional Well-Being
3. Academic Engagement
4. Family Engagement

This initial draft of the Mastery Health and Safety Plan addresses the first of these priorities – Safety.

Background and Scope:

A working group consisting of NST staff and administrators has been working diligently to develop the policies found in this document. All policies are based on guidance from the Centers for Disease Control, Pennsylvania Department of Education, New Jersey Department of Education, and the Children’s Hospital of Philadelphia. Where there has been any gray area identified in the aforementioned policies, the working group has elected to lean toward more rigorous policy in the best interest of safety.

This plan addresses five primary areas:

1. Facilities Preparation and Supplies
2. Cleaning Protocols
3. Policies for Students, Parents, and Visitors
4. Policies for Dealing with Persons Presumed to be Sick
5. Entry, Meals, Movement, and Transition Policies

Pandemic Response Committee (PRC)

Schools are encouraged to create a Pandemic Response Committee (PRC) comprised of the Principal, APO, (other AP’s at the principal’s discretion), teachers, and parents to regularly review safety protocols and advise the principal on school safety procedures. We recommend that 5-8 people serve on this committee.

Section 1



Facilities Preparation and Supplies

Common Space Preparation Front Desk

- Each school's front desk must have a plastic barrier in place at the front desk. *(School have discretion on assigning the number of staff at the desk based on social distancing protocols).*
- The front desk shall have a hand sanitizer station
- The front desk shall have a computer dedicated for guest sign-in

Hand Sanitizer Stations

- Each school will have no less than one (1) hand sanitizer station near every entrance door into the school.
- Additionally, the school will have no less than one (1) hand sanitizer station on each hallway

Required Signage

The following signage will be centrally ordered and delivered to schools:

Signage Description	Location(s)
Visitor Entry Requirements	Main visitor door
Student Admission Procedures	Each entry door used for morning admission
Masks Required in Hallways	Hallways
Social Distancing Reminders	Hallways and Classrooms
School Quarantine Designated Area	School Quarantine Designated Area
Handwashing Procedures	All student and staff bathrooms
Floor tape (Social Distancing cues)	Hallways

Optional Signage

The following signage may be ordered and purchased by each school:

- Cafeteria - procedures for food service - review food service group
- Kitchen - procedures for staff
- Outside classroom doors - tape or sticker markings to identify 6' social distancing spacing (blocks for younger students)
- Gymnasiums
 - Same rules apply for classrooms for Phys Ed

- When it is used as an athletic space, see the Mastery Athletics plan
- See food service plan for guidance and spacing
- Hallways - clearly identifiable directions for stairwells if there are any restrictions

School Doors

- APO should prop open doors as often as possible to reduce student and adult touching of common surfaces **(with the exception of Stairwell doors for FIRE compliance reasons)**.
 - Stairwell doors - cannot be propped (Fire Compliance).
 - Schools should consider propping doors open in bathrooms where doing so won't compromise student privacy.
 - Doors used for student entry and exit should be propped open during morning arrival and dismissal.
 - Classroom doors should remain open.

Ventilation

Schools with Central Air	Schools without Central Air
<ul style="list-style-type: none"> ○ CDC approved air filters will be used centrally (these filters help prevent COVID-19 transmission) ○ The Building Engineer will change the air filters monthly ○ The Building Engineer will run the HVAC system at maximum outside airflow for 1-2 hours before and after occupied times, in accordance with industry standards. ○ Ensure exhaust fans in restroom facilities are functional and operating at full capacity when the building is occupied. 	<ul style="list-style-type: none"> ○ Building Engineer shall remove room air conditioner filters on a monthly basis, wash them appropriately and reinsert them ○ Fans are optional for hallways and place them in common hallway areas to better circulate the air flow ○ Where possible, windows should be opened daily to allow for fresh air to adequately enter and circulate throughout the building. These windows should be closed at the end of the day to limit the element exposure during the overnight hours. ○ Building Engineers will either complete this work themselves or work with their appropriate mechanical vendor to complete the tasks listed above. ○ Teachers will operate window air conditioning units to pump fresh air into the classroom

Use of Facilities by Outside Groups

- The school facility shall not be used by outside groups (with the exception of before and after school service providers and polling precincts) during first RP
- Decisions for RP2 will be shared by October 30, 2020

Classroom Preparation

Desk Spacing & Positioning:

- All desks must be 6' apart and face the front of the room.

Cleaning Station

- Each classroom should have disinfection wipes *or* disinfection spray
- Teachers are not expected to deep clean their classroom however, they are expected to disinfect using a spray bottle/or wipes common materials and similar classroom materials.
- Accessibility of cleaning supplies in classrooms: all supplies must be kept locked and out of reach of students. *EX: locked desk drawer, file cabinet, closet or etc.*

Hand sanitizer station

- Each classroom shall hand sanitizer available (bottle or wall mounted units)

Ventilation – non-central air classrooms

- Increased fresh air ventilation helps prevent virus transmission
- Therefore, teachers shall run the air conditioner unit in their room to circulate fresh air into the classroom continuously.
 - The air conditioning unit should be placed in a mode that enables fresh air to be pumped into the room (rather than recirculated air)
 - If a teacher is uncertain how to do so, contact the building engineer
- Teachers can also open windows at their discretion
- Teachers can also request an additional fan be placed in a window
 - If a teacher is uncertain how to do so, contact the Building Engineer
- **NOTE: classrooms that do NOT have means to circulate fresh air into the classroom shall NOT be used as a classroom space.**

Materials management:

- Staff members are asked to limit all sharing of resources, books and manipulatives.
 - Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., textbooks, art supplies, equipment etc.) or
 - limit use of supplies and equipment by one group of students at a time and clean and disinfect between use

- Students' belongings should be separated from others' and in individually labeled containers, cubbies or other areas
- Staff members are responsible for cleaning and disinfecting shared items between uses (or assigning such cleaning to their students)

K-2 or K-3 (school's discretion) Visual guidelines:

- Socially distant boxes or squares (taped areas) should be used as visual guidelines when applicable, particularly in K-3. (*Carpets are still fine to use*)
- APO shall instruct the BE to set-up the visual squares

Plastic Barriers on U-Tables

- Schools are required to place a plastic barrier on all U tables to support social distancing.
- School have the discretion on how many to purchase based on the number of students sitting at the table
 - BE will manage ordering under the direction of the APO.
 - The APO will request the BE to set-up the plastic barriers.

Spacing and Physical Distancing Requirements

Physical Distancing:

- All students, staff and guests must adhere to physical distancing procedures and remain 6 feet away from each other at all times.

Classroom capacity:

- No more than fifteen students will be allowed in a regular-sized classrooms (not including the teacher or co-teacher).

Large Rooms (auditorium, gym, cafeteria, etc.)

- To accommodate 6' distance, the maximum number of people will be 36 sq ft per person up to the room capacity – No more than 25 persons Maximum.

Personal Protective Equipment (PPE) Protocols

Supplies Ordering:

- The APO will order a (3) month/ (13) weeks supply of Mask, gloves, plastic face barriers, hand sanitizer, and disinfectant supplies. The order amounts are:
- **Required Equipment**
 - Face masks – 13 x (# of students + # of Staff)
 - Hand sanitizer-60% alcohol (For front desk and one per classroom and office spaces)
 - Plastic desk barrier-(Required for U tables setups; school's will determined number needed)
 - Handheld Temperature Scanners (Non-contact) – 1 scanner for every 40 students expected to arrive in a given school day. (so if there are 600 students and 300 are expected to arrive in a given day, the school should order 7 or 8 scanners)
 - Water Bottle - 1 Campus branded water bottle per student and staff member
- **Optional Equipment:**
 - Plastic face shields = (13 x # of K-2 students) + (13 x # of staff members)
 - Disinfectant Wipes – 13 boxes of disinfectant wipes
 - Large Hallway Fans
 - Hand sanitizer – individual size = 13 x # of students (one per week per student)
- **Managed by Cleaning Vendor:**
 - Cleaning Supplies -- Vendors are responsible for these supplies.
 - Disinfectant Solution & Spray –13 disinfectant sprays per classroom
- APO can order from General Chemical (Dave McDonough) dmcDonough@gcsnj.us or Office Basic (Andre Williams) awilliams@officebasics.com. **An extended vendor list will be shared.**

A separate order list with recommended vendors and quantities will be sent in a separate document.

Section 2



Cleaning Protocols

Cleaning Protocols

It is everyone's responsibility to vigilantly maintain a clean school environment in each school.

Additional Staffing

- NST Facilities has worked with Cleaning Vendors to order additional day porters based on their school size
- Additional day porters will at least double the regular day porter allocation.
- For any additional support please consult with NST Facilities.

High touch point spaces:

- High touch point spaces (bathrooms, doors, water fountains, front desk counter tops) will be disinfected frequently throughout the school day by the day porters
- Day Porters will seek to clean high touch areas every 1-2 hours

Evening Cleaning:

- The cleaning crew shall conduct a thorough cleaning of the entire school building each evening
- The standard for this cleaning is:
 - Front desk & visitor waiting room tables and chairs
 - ✓ Break rooms
 - ✓ Microwaves
 - ✓ Refrigerators
 - ✓ Paper towel dispensers
 - ✓ Copy Machine touch points
- Nursing offices
 - ✓ School Quarantine Area (SQA) areas
- Bathrooms
 - ✓ Stalls
 - ✓ Flush valves/flushometers
 - ✓ Faucets/sinks
 - ✓ Toilet paper/Paper towel dispensers
 - ✓ Hand dryers
- Entrance/exit doors
 - ✓ Door push/pull plates/handles
 - ✓ Panic bars
 - ✓ Handrails
- Water fountains
- Hallway doors/Stairwells
 - ✓ Push/pull plates/handles

- Common area spaces
 - ✓ Desks
 - ✓ Seating
 - ✓ Front desk counter tops
- Each evening, the cleaning crew shall be directed to check-off each area that was cleaned thoroughly
- The Building Engineer will utilize a check-off list of each area to review routine cleaning and provide feedback to cleaning staff

Bus Cleaning:

- Busses should be disinfected prior to departing the bus yard at the start of route, to be completed by the bus vendor.
- Busses should be disinfected immediately upon the end of the bus route, to be completed by the bus vendor.

Cleaning Roles and Responsibilities

APO	Building Engineer	Cleaning Staff/Day Porters	Teachers
<ul style="list-style-type: none"> ● Order all PPE and supplemental cleaning supplies ● Supervise and monitor building engineer and cleaning staff ● Develop a communication/confirmation system with cleaning vendors ● Monitor, plan, and adjust safety protocols within the school. 	<ul style="list-style-type: none"> ● Review and maintain safety equipment ● Manage air ventilation and change air filters regularly 	<ul style="list-style-type: none"> ● Deep cleaning of high touch point areas ● Evening cleaning ● Picking up trash after meals 	<ul style="list-style-type: none"> ● Clean shared materials and work spaces between classes (includes equipment used during P.E. or other elective courses)

Section 3



Policies for Students, Staff, Parents, Visitors

General Safety Policies

Masks:

- All students, staff and guests must wear a mask to enter the building and throughout the day except for breaks (*Ex. eating, drinking, where proper social distance is maintained and if one is alone in a space*). Please use a common sense approach to managing masks and breaks.
- The front desk will provide a mask to guests if they do not have one.
- Parents are asked to send students to school with a mask
 - Schools should consider adding this to student supply lists.

Mask Definition

- A "Mask or "Face covering" means a covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is wrapped around the lower face.
- A "face covering" can be made of a variety of synthetic or natural fabrics, including cotton, silk, or linen, and, for the purposes of the order, can include a plastic face shield that covers the nose and mouth.
- "Face coverings" may be factory-made, sewn by hand, or improvised from household items, including but not limited to, scarves, bandanas, t-shirts, sweatshirts, or towels.
- While procedural and surgical masks intended for health care providers and first responders, such as N95 respirators, would meet these requirements, these specialized masks should be reserved for appropriate occupational and health care settings. [Face Coverings Order](#).

Mask Breaks

- Teachers are encouraged to provide face covering breaks at least once per classroom period. This assumes students are placed 6' distance.
- Face covering breaks shall be less than 10 minutes; unless while eating or drinking when spaced at least 6 feet apart

Masks for Younger Students

- From CDC: Younger children (e.g., preschool or early elementary aged) may be unable to wear a cloth face covering properly, particularly for an extended period of time.
- Wearing of cloth face coverings may be prioritized at times when it is difficult to maintain a distance of 6 feet from others (e.g., when standing in line at school for example).
- Ensuring proper cloth face covering size and fit and providing children with frequent reminders and education on the importance and proper wear of cloth face coverings may help address these issues.

Handwashing & Sanitization

- Students and staff must maintain proper handwashing hygiene throughout the school day by utilizing hand sanitizer and washing their hands regularly. *(For example after using the bathroom, before/after eating and after blowing their nose/coughing/sneezing.)*

Student Non-Compliance with Social Distancing/Mask Use

- Schools should devote time at the beginning of the school year to ensuring students understand the science behind why mask wearing and social distancing is important.
- Schools should establish a normed language for reminding members of the school community to follow safety guidelines.
- If a student is not complying with social distancing or wearing a mask, staff should remind the student of the safety expectation and rationale.
- Staff should model what it looks like to meet expectations (Ex.: demonstrate proper mask wearing and/or outreached arms to show what appropriate social distancing looks like.
- If a student is not wearing a mask, the student should be provided with a mask.
- Staff should provide positive reinforcement to student for accepting the redirection and complying with the health and safety guidance.
- Students who refuse to comply with social distancing and/or mask wearing, despite all of the above steps taking place, should be referred to the dean.
- Deans should process referrals for refusal to follow social distancing and/or mask wearing as a Level I Infraction - Insubordination.

Dean Process:

1. Dean will conference with student as a final attempt for student to comply with H/S guidelines.
2. If students refuses, Dean will contact family and assign consequence.

(Health/Safety Videos are being developed by Communications in concert with NST Culture and Ops; these will be use during orientation weeks and uploaded via our website.)

Field Trips, Assemblies, Extra-Curricular Activities

Field trips

- Field trips shall not be scheduled during the First RP -- pending review for RP2

Assemblies

- Assemblies or large gatherings of greater than 25 persons shall not be scheduled during the First RP -- pending review for RP2

Before/Aftercare Vendors:

- Schools will determine if vendors can continue to serve their schools utilizing our health/safety guidelines.

Extra-Curricular Activities: Sports

- No sports shall be scheduled – pending further direction from local authorities

Extra-Curricular Activities: Non-Sports

- Extra-curricular activities may be scheduled dependent on the supervising staff person ensuring students maintain 6' social distance.

Policies for Parents and Visitors

- **Visitors/Guests Procedures:**
 - All visitors to our school offices are strongly encouraged to schedule an appointment
 - Principals have the discretion to accept non-scheduled visitors or to request that those visitors return after making an appointment
 - Visitors/guest should self-monitor themselves prior to coming into our schools and avoid visiting our buildings if they are sick or have a temperature of 99.5.
 - Front desk will request guest put on their mask, or if not, supply a mask
 - Guest will use the hand sanitizer station placed at the front desk
 - Guests/visitor temperatures will be scanned by staff upon enter
 - If guest/visitor has a temperature at 99.5 they will be asked to leave dry cough, breathing difficulties, sore throat and/or chills should NOT enter our school buildings or offices.
- Visitors/Guests will register on a computer placed at the front desk
 - The front desk staff shall wipe down the computer with disinfectant wipes after each use.
- All visitors will need to wear a visitor's badge and should present identification to our front desk staff members.
- All visitors to our school offices must remain in the front office or lobby area until your meeting time & the person that you are visiting escorts you to another location.
- All visitors must practice social distancing. All in-person meetings must allow participants to socially distance themselves at least six feet from another person or person(s).

Non-compliant Visitors

If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, entry to the school/central office facility should be denied.

Policies for Teachers and Staff Members

Travel

If staff members have recently traveled or will travel to any locations (including airport layovers or cruises) being monitored by the CDC, state of PA and NJ. We will follow the state of PA, NJ's and CDC's travel restriction guidance:

- Inform supervisor and hr@masterycharter.org immediately.
- Self-quarantine for 14 calendar days after the return date.
- Mark your absence as "Coronavirus" in Workday.
- Provide a copy of a ticket or other proof of travel location bearing your name and the travel dates to hr@masterycharter.org in lieu of obtaining a doctor's note if necessary

Employees should please reconsider any non-essential, non-work related travel in the coming months.

External Staffing and Service Providers

All external service providers will comply with all Mastery health and safety policies. Schools should make every effort to limit or reduce the use of external providers in order to limit possible exposure to adults outside the school staff community. Examples of external service providers include:

- **Substitute Services**
- **TSS and STS Staff**
- **Other External Staff**

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Section 4



Policies for Persons Presumed to be Symptomatic

Nursing Staff

School Nurse

- Schools will have full-time nurses present during the school day
 - The school shall contract with MAACS or other vendor for a nurse or hire the nurse directly
 - For the purposes of nurse hours, schools shall schedule their school nurse and aide from the time of student arrival until the time of student dismissal
- The APO shall supervise the school nurse
- The school nurse shall wear full PPE

Substitute Nurse

- If the nurse is absent, the vendor shall provide a substitute nurse
- If coverage cannot be obtained, the APO shall call Dionne Hayes, who shall contract with US medical for an emergency nurse substitute

Assisting Students with Symptoms

Students presenting Symptoms

- A student presenting symptoms or who presents with a temperature shall be sent to the school nurse.
- If the nurse is not immediately available, the nurse may send the student to wait in the School Quarantine Area

School Quarantine Area (SQA)

- Each school shall designate a School Quarantine Area
- SQA area should be labeled with signage
 - NST Ops will order signage for SQA
- If possible the school shall place the School Quarantine Area (SQA) adjacent to the nurse office. If this is not possible, a space reasonably close shall be selected.
 - ✓ **SQA space cannot be the same as the regular nursing area.**
- The SQA should be able to accommodate at least 3-5 students or at least 200 sq ft (4 students x 36 sq ft per student)
- Large spaces can be utilized at the school's discretion as long as other students or adults are not utilizing the space
- (4) chairs and desk shall be placed in the space, placed at least 6' apart
- Social distancing should be practiced in this area(s).
- The aide and/or nurse shall wipe down the SQA after each student has left the area

Supplies/Equipment for SQA:

- A "touchless" trash can - foot pedal okay. Must be large enough to collect used PPE throughout the day.
- Possible "isolation within the isolation room. If using a divider/partition, ceiling to floor coverage recommended.
- A no touch thermometer. Even though most temps will be checked before entering the isolation room, based on teacher reports, a student could be sent directly to the isolation area for assessment.
- Separate assessment tools: Blood pressure cuff, stethoscope & pulse oximeter

School Quarantine Area (SQA) Staffing – see Nursing Section

- The SQA will be staffed by one of the following:
 - Nurse aide contracted thru MACCS or other vendor
 - Aide (paraprofessional or other) hired directly by the school
- If the school hires an aide directly, they shall provide that aide with required PPE including gown, mask, plastic shield, gloves
- The nurse shall supervise the Aide and train them on their duties in the SQA

Student Pick-up

- When calling parents for pick up, nurse will follow the pickup policy listed in the Mastery Health Guide.
- Child **MUST** be picked up ASAP, they should not travel home alone
- The student shall wait in the SQA while awaiting pick-up

Non-compliant Parent Procedure (Refusal to pick up Sick Child)

- Staff should contact the student's family and/or emergency contact, reiterating the current school policy on sick student being picked up.
- Sick student must be monitored by a nurse or other designated staff person until parent/emergency contact arrives.
- If parent/emergency contact does not show up before school ends; the parent/emergency should be contacted once more. After the 2nd or 3rd attempt, the principal has the discretion to contact the police depending on the circumstances.
- Child **MUST** be picked up ASAP, they should not travel home alone

Student Return to School:

- A student who was had COVID or was presumed to have COVID will be required to present documentation from a doctor clearing the student for return to school.
- HIPPA confidentiality requirements apply and the contents of student's doctor's notes are not to be distributed and are to be stored in a secure location.

Supporting Students with Pre-Existing Medical Conditions:

- Students who have medical conditions can still attend school in person, or can select to attend the fully virtual program. Families will make the most appropriate decision for their student.
- Parents with students with a medical condition are strongly encouraged to contact the school, notify them of their child's condition, and send a note to the school nurse with instructions.
 - When a parent calls with a medical concern they will be directed to the nurse and the APSS shall be notified.
 - APSS will manage this effort at the school level.

Staff Members Presumed to be Sick

If staff members are sick or have family members presenting symptoms of acute respiratory illness, you must stay home and not come to school until you or the family member are free of fever (oral temperature below 99.5°F) for at least 24 hours without the use of fever-reducing medications.

COVID Incidence Protocols

- **PENDING REVIEW OF CURRENT DEPARTMENT OF HEALTH RECOMMENDATIONS – WILL BE PUBLISHED IN NEXT VERSION RELEASED 8/14/2020.**

Camden County Health Department

The school leader will respond to any outreach from the Camden County Health Department in order to address positive cases of COVID-19 that impacts the district/school community that may have been reported to them to commence contact tracing and case investigation. Should the district/school report to the health officer about staff, students, or any person with a close relationship to the school that tested positive, that information will be verified by the health department before it commences contact tracing and case investigation. All positive persons will undergo contact tracing and case investigation whether the information was first passed through the school or came automatically through the health department communicable disease surveillance system. The Camden County Health Department will handle all contact tracing and have staff available to perform contact tracing and case investigation.

Section 5



**Arrival, Dismissal,
Meals, and Transitions**

Arrival Procedures for Students

Staff Self-Monitor

- Staff must self-monitor daily before entering school/office, if they have a temperature of 99.5 (or higher) or are ill; they must stay home. (*Refer to page 20- Staff Members Presumed to be Sick*)
- If staff gets a temperature of 99.5 degrees (or higher) or become ill while in school/office they must go home.

Parent Monitoring of Students

- Parent must monitor their student daily before sending them off to school, if they have a temperature of 99.5 (or higher) or are ill; they must stay home.

Multiple Entries for Students

- Schools should utilize multiple entrances to the school to limit the overcrowding of students and comply with social distancing guidelines.

Student Temperature Scanning

- The school shall take students temperature upon their arrival
 - Schools shall station at least 1 staff person for every student entrance
 - Staff shall use the non-contact temperature scanner on each students' forehead and register the students' temperature.
- If a student has no temperature
 - The student should utilize the hand sanitizer station near the entrance and report directly to their first period class.
- If a student shows a temperature above 99.5:
 - School Nurse will assess the student (retake the temperature, check for symptoms) and make a determination if the student needs to be sent home.
 - If the student needs to be sent home due to COVID symptoms, the student will be escorted to the School Quarantine Area and wait there until a parent comes to pick up the student.

Recess/Physical Education

Recess Guidelines:

- Recess may be scheduled
- Students shall be instructed to play while remaining 6' separate
- No more than (250) persons maximum

Inside/Outside Equipment

- Equipment should be wiped down after use.

Physical Education Guidelines

- Physical Education classes may be scheduled
- The PE teachers shall ensure that student remain 6' separate during activity
- Masks usage during physical activity (socially distant) is at the discretion of the P/E

teacher. In cases where masks may interfere with students' ability to breath, the P/E teacher will not require mask usage.

- To accommodate 6' distance, the maximum number of people will be 36 sq ft per person up to the room capacity – No more than 25 persons Maximum.

Meals

Meals/Food Service (Philly Schools)

- **Camden: CCDS/Aramark information is still forthcoming from their offices.**

Logistics	
Meals are delivered to and eaten in classrooms.	<ul style="list-style-type: none"> ● Breakfast and lunch meals are prepared and packaged in the kitchen. <ul style="list-style-type: none"> ○ For breakfast, the kitchen team organizes meals by student count per classroom. ○ For lunch, the team organizes meals utilizing that day's roster updated with attendance information as provided by the school. ● Kitchen team and school staff distribute meals to classrooms using carts and soft bags. They put the meals on chairs or tables outside the classroom. ● The teacher sanitizes their hands then distributes meals to students. The teacher is the only person taking food out of the meal delivery bag. Any meals that are not distributed to students are left in the delivery bag. ● The teacher claims each meal on the classroom roster by checking off each student's name who receives a meal. They put the completed roster into the meal distribution bag. <i>(The Food Service Team will print rosters daily).</i> ● Students sanitize their hands before and after eating. ● Students place their masks on their desk, eat their meal, put their masks back on, and throw any leftover food away. ● The completed roster and undistributed meals are picked up by the kitchen team at the time determined by the Food Service Team, APO, and NST Food Services. ● School porters collect food waste from classrooms.
Meals are picked up from 1-3 high traffic locations then eaten in the classrooms.	<ul style="list-style-type: none"> ● Lunch is prepared and packaged in the kitchen. Meals are organized by anticipated student count at each meal pick up site.

	<ul style="list-style-type: none"> ● Kitchen team and school staff distribute meals to 1-3 high traffic pick up sites; these sites can be in large hallways or in unused shared spaces such as the cafeteria or gym. ● School staff facilitate a 6ft distance in between each student in line for meal pick up. ● Students bring meals back to classrooms to eat. ● The teacher claims each meal on the classroom roster by checking off each student’s name who receives a meal. They put the completed roster into the meal distribution bag. ● Students sanitize their hands before and after eating. ● Students place their masks on their desk, eat their meal, put their masks back on, and throw any leftover food away. ● School porters collect food waste from classrooms.
<p>Meals for distance learning days are delivered to the classroom.</p>	<ul style="list-style-type: none"> ● The kitchen team prepares and packages meals for distance learning days. The kitchen team organizes meals utilizing that day’s roster updated with attendance information as provided by the school. ● At a time identified by the kitchen team, APO, and NST Food Service Team, the kitchen team distributes meals to classrooms using carts and soft bags, supported by the school staff as needed. They put the meals on chairs or tables outside the classroom. ● The teacher sanitizes their hands then distributes meal bags to students. ● The teacher claims each meal on the roster. They check off each student’s name who receives the additional meals and puts the completed roster into the meal distribution bag. ● The completed roster and undistributed meals are picked up by the kitchen team at time determined by the Food Service team, APO, and NST Food Service Team.
<p>Online Learners</p>	<ul style="list-style-type: none"> ● Students participating in the online learning program pick up that week’s meals each Monday from 10 AM to 12 PM or a time determined by the APO, Kitchen Team, and NST Food Service Team.
<p>Major Logistical Considerations</p>	
<p>Meal Schedule and School Staffing</p>	<ul style="list-style-type: none"> ● School-based decisions need to be made to schedule the staff responsible for facilitating meals in the classroom. Teachers are contracted by minutes and facilitating breakfast and lunch is considered “on” time. ● Breakfast start time is flexible based on when the school day starts.

Meal Distribution	<ul style="list-style-type: none"> School staff will support meal distribution and roster collection. The amount of support needed will vary by school based on factors such as meal schedule, work load, amount of classrooms to distribute to, and school layout. If distributing meals to each classroom requires more staffing hours than budgeted, food service teams may shift to serving meals from high-traffic sites throughout the school.
Meal Claiming *Pending State Guidance	<ul style="list-style-type: none"> School staff claim all meals within the classroom. School staff claim meals in classrooms using rosters. School staff must be trained on how to claim meals in compliance with state and federal guidelines. The USDA will determine what claiming methods are in compliance.
Teacher Training	<ul style="list-style-type: none"> Teachers will need to be trained in how to claim meals and safely distribute meals to students as well as how to instruct students in safe eating and sanitization practices.
After School Snacks	<ul style="list-style-type: none"> Pending state guidance on whether after school snacks can be distributed in mass.
Catering	<ul style="list-style-type: none"> PA Food Consortium schools will not offer catering services. Non-Consortium schools and Camden TBD.

Elementary Meal Service Options (*Pending State Guidance)

Breakfast	
Schedule	Overview
Between 7:00 and 10:00 AM; Minimum 10 minutes of eating time	<ul style="list-style-type: none"> All students receive pre-bagged, cold meals that are delivered to and eaten in classrooms. School staff assist in meal distribution and roster collection. School staff claim meals on classroom rosters.
Lunch: Option 1	
Schedule	Overview
Between 10:00 AM and 2:00 PM; Minimum 20 minutes of eating time	<ul style="list-style-type: none"> All students receive pre-bagged, cold meals that are delivered to and eaten in classrooms. School staff assist in meal distribution and roster collection. School staff claim meals on classroom rosters.
Lunch: Option 2	
Schedule	Overview
Between 10:00 AM and 2:00 PM; Minimum 20 minutes of eating time	<ul style="list-style-type: none"> Students in grades K-4 receive pre-bagged, cold meals are delivered to and eaten in classrooms. School staff assist in meal distribution and roster collection. School staff claim meals on classroom rosters.
	<ul style="list-style-type: none"> Students in grades 5 -7 pick up the pre-bagged, cold meals from 1-3 high traffic locations, such as hallways or cafeteria, and eat in classrooms.

	<ul style="list-style-type: none"> ● School staff facilitate a 6ft distance in between each student in line for meal pick up. ● School staff claim meals on classroom rosters.
Additional Meals for Distance Learning Days	
<ul style="list-style-type: none"> ● All students receive pre-bagged breakfast and lunch for distance learning days. ● Meals are distributed to each classroom by school and kitchen staff. ● School staff claim meals on classroom rosters. 	
Online Learners	
<ul style="list-style-type: none"> ● Students who participate in online instruction pick up that week's breakfast and lunch each Monday between 10 AM and 12 PM. 	
After School Snacks	
<ul style="list-style-type: none"> ● Pending state guidance. 	

High School Meal Service Options (*Pending State Guidance)

Breakfast	
Schedule	Overview
Between 7:00 and 10:00 AM; Minimum 10 minutes of eating time	<ul style="list-style-type: none"> ● All students receive pre-bagged, cold meals that are delivered to and eaten in classrooms. ● School staff assist in meal distribution and roster collection. ● School staff claim meals on classroom rosters.
Lunch: Option 1	
Schedule	Overview
Between 10:00 AM and 2:00 PM; Minimum 20 minutes of eating time	<ul style="list-style-type: none"> ● All students receive pre-bagged, cold meals that are delivered to and eaten in classrooms. ● School staff assist in meal distribution and roster collection. ● School staff claim meals on classroom rosters.
Lunch: Option 2	
Schedule	Overview
Between 10:00 AM and 2:00 PM; Minimum 20 minutes of eating time	<ul style="list-style-type: none"> ● Student groups, as determined by the school, receive the pre-bagged, cold meals are delivered to and eaten in classrooms. ● School staff assist in meal distribution and roster collection. ● School staff claim meals on classroom rosters.
	<ul style="list-style-type: none"> ● Student groups, as determined by the school, pick up the pre-bagged, cold meals from 1-3 high traffic locations, such as hallways or cafeteria, and eat in classrooms. ● School staff facilitate a 6ft distance in between each student in line for meal pick up. ● School staff claim meals on classroom rosters.
Additional Meals for Distance Learning Days	
<ul style="list-style-type: none"> ● All students receive pre-bagged breakfast and lunch for distance learning days. ● Meals are distributed to each classroom by school and kitchen staff. ● School staff claim meals on classroom rosters. 	
Online Learners	
<ul style="list-style-type: none"> ● Students who participate in online instruction pick up that week's breakfast and lunch each Monday between 10 AM and 12 PM. 	

- Pending state guidance.

Student Transitions

- **Transitions Between Classes:**

- Schools should minimize any student room transition; when possible, teachers are recommended to transition to their assigned classes vs. students.
- **NOTE: Middle school and high schools likely will not be able to organize their cohorts to minimize transitions. Schools shall organize transitions as best circumstances allow.**

Bathroom & Water Fountain Protocols

- **Water Fountain**

- Students shall use the water hydration stations located on each floor
- Students shall use water bottles, rather than drink from the fountain individually
 - Student shall be given a Mastery water bottle
- The Building Engineer shall disable all individual use water fountains and only water fountains that enable water bottle use shall be operational

- **Bathroom Capacity**

- The goal is to limit bathroom usage and school should develop plans that focus on their specific environment.
 - ✓ In boys restrooms, use every other urinal, block off every other one.
 - ✓ Recommendation: schools should consider placement of hall monitors/roving coverage to help enforce social distancing in restrooms

- **Bathroom passes & procedure**

- Schools are expected to develop a disposable or touchless hall passes system to minimize contact.

Lockers/Student Belongs

- Lockers cannot be used by students.
- Schools should develop a plan that supports storing student belongs.

Transportation

Students Self-Monitor

- Parent must monitor their student daily before boarding the school bus entering, if they have a temperature of 99.5 (or higher) or are ill; they must stay home.

Capacity & Seating:

- Bus seating & capacity will be set by the bus company following current CDC guidelines.
 - Riders of the same household are permitted to sit together

Masks:

- All students, aids, and drivers must wear masks while on the bus, at all times. Students will not be permitted to board or ride the bus without a mask covering both nose and mouth.
 - AM route: students must be wearing a mask before being permitted to board bus
 - PM route: The school is responsible for ensuring all student riders are provided with a mask, if needed, prior to boarding the school bus.

Food & Drink:

- Consumption of food or beverages is prohibited on bus.

Non-Student Riders:

- Parents and non-student bus riders are not permitted to board the bus for any reason.

Boarding & Seat Assignments

- Student riders must board the bus one at a time, remaining 6' apart at all times.
- All students should have assigned seats. Seat assignments should be in order of pick up/drop off order (i.e.: board the bus back to front), when possible.
 - APO makes all seat assignments based upon route sheet
 - *Morning pick up* route: first student to be picked up is assigned the most appropriate seating at the back of the bus, with the last student to be picked up being seated near the front of the bus, when possible.
 - *Afternoon drop off* route: last student to be dropped off is assigned the most appropriate seat in the back of the bus, with the first student to be dropped off being seated near the front of the bus, when possible.

Windows:

- Windows should be down (open), weather permitting, to allow for air circulation

Bus Cleaning:

- Busses should be disinfected prior to departing the bus yard at the start of route, to be completed by the bus vendor.
- Busses should be disinfected immediately upon the end of the bus route, to be completed by the bus vendor.

Bus Aides:

- Bus aides are hired at the discretion of the bus vendor
- Bus aides must be seated singularly maintaining 6 feet or more from students at all time:
- If aid is assigned to a single student, bus aid should sit in adjacent seat from assigned student
- If aide is assigned to a group of students or the whole bus, bus aid should sit in a central position where they can see all students, while maintaining 6 feet social distance at all times.

Student arrival:

- Staff member must be stationed outside to receive students off the bus
- Students must remain 6 feet social distance getting off bus and walking into building

Student dismissal/boarding of bus:

- Schools shall create a dismissal procedure whereas students remain in classrooms until their bus is called or wait in another suitable area (or outside) such that students are not in large groups and maintain social distancing.
- Students must maintain 6 feet distancing in halls
- Board bus from back to front

Student Septa Riders:

- Student Septa riders must adhere to state guidance for riding public transportation.
- Students will be encouraged to maintain social distancing and wear a mask while using SEPTA.

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