

# RESTART & RECOVERY PLAN

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## Restart and Recovery Plan to Reopen Schools



Downe Township  
Board of Education

**Revised 9-8-20**

**Fall 2020**

**Board approved on 8-18-20**

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## **Introduction**

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Board of Education Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district’s local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The “anticipated minimum standards” in the NJDOE Guidance are listed and have been incorporated into the school district’s locally developed Plan.

The NJDOE Guidance also provides “considerations” that may help school officials in strategizing ways to adhere to the “anticipated minimum standards”, but do not represent necessary components of the Plan. These “considerations” are not listed in the school district Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan.

The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards ... that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.” Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan.

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” This Plan assigns the responsibility for completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

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The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.

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## Downe Township Board of Education

Stultz Taylor, President  
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Albert Casper  
Marie Blizzard  
Kim Beardsworth  
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## Downe Township Administration

Sherri Miller, Superintendent/Principal  
Lisa DiNovi, School Business Administrator  
Wallace Maines, Supervisor of Curriculum and Instruction

## School Demographics

County: Cumberland  
Student Population: 175  
Preschool Enrollment: 32  
Homeless Count: 0  
% Free/Reduced Lunch: 39%

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## THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

The Board of Education's Restart and Recovery Plan addresses four key subject areas:

- A. Conditions for Learning;
- B. Leadership and Planning;
- C. Policy and Funding; and
- D. Continuity of Learning.

### A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

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

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

The Health and Safety Section of the Board's Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board's Plan and related protocols, as applicable.

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The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

## Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
  - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
    - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
    - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
    - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
    - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.



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- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
  - (i) Chronic lung disease or asthma (moderate to severe);
  - (ii) Serious heart conditions;
  - (iii) Immunocompromised;
  - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
  - (v) Diabetes;
  - (vi) Chronic kidney disease undergoing dialysis;
  - (vii) Liver disease;
  - (viii) Medically fragile students with Individualized Education Programs (IEPs);
  - (ix) Students with complex disabilities with IEPs; or
  - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

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- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) Face coverings will be required for everyone unless it will inhibit the individual's health.
  - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) Face coverings will be required for students at all times. Masks breaks will be scheduled.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
  - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
  - (b) At entrances and exits of buildings.

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- (c) Near lunchrooms and toilets.
  - (d) Children ages five and younger should be supervised when using hand sanitizer.
  - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

[See Appendix B – Critical Area of Operation #2 – Classroom, Test, and Therapy Rooms]

c. **Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan**

- (1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

[See Appendix C – Critical Area of Operation #3 – Transportation]

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d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan should establish the process and location for student and staff health screenings.
- (2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

[See Appendix D – Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas]

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
  - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - (c) Results must be documented when signs/symptoms of COVID-19 are observed.

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- (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
  - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
  - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
    - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
    - (ii) Following current Communicable Disease Service guidance for illness reporting.
    - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.

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- (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  - (v) Continuous monitoring of symptoms.
  - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
  - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
  - (a) Doing so would inhibit the individual's health.
  - (b) The individual is in extreme heat outdoors.

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- (c) The individual is in water.
- (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
- (e) The student is under the age of two and could risk suffocation.

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

[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

g. Critical Area of Operation #7 – Facilities Cleaning Practices – Anticipated Minimum Standards Incorporated into the Plan

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

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- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
  - (a) A schedule for increased routine cleaning and disinfection.
  - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
  - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
  - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
    - (i) Classroom desks and chairs;
    - (ii) Lunchroom tables and chairs;
    - (iii) Door handles and push plates;
    - (iv) Handrails;
    - (v) Kitchens and bathrooms;
    - (vi) Light switches;
    - (vii) Handles on equipment (e.g. athletic equipment);
    - (viii) Buttons on vending machines and elevators;
    - (ix) Shared telephones;



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- (x) Shared desktops;
  - (xi) Shared computer keyboards and mice;
  - (xii) Drinking fountains; and
  - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]

h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
  - (b) Discontinue family style, self-service, and buffet.
  - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
  - (d) Space students at least six feet apart.
  - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

[See Appendix H – Critical Area of Operation #8 – Meals]

i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:

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- (a) Stagger recess, if necessary.
  - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
  - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
  - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
  - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
  - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
  - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
    - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
    - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

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- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

[See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]

- j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

- (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

## 2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board’s Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

- Not being utilizing
- Being developed by school officials
- Currently being utilizing

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There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district's status for each element.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

a. Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

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- Not Being Utilized
- Being Developed by School Officials
- Currently Being Utilized

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d. Food Service and Distribution

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

- Not Being Utilized
- Being Developed by School Officials
- Currently Being Utilized

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e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

- Not Being Utilized
- Being Developed by School Officials
- Currently Being Utilized

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[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

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## B. Leadership and Planning

The Leadership and Planning Section of the Board’s Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board’s Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the “anticipated minimum standards”.

### 1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board’s Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

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2. Pandemic Response Teams
  - a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
  - b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
  - c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
  - d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
  - e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
  - f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
    - (1) School Principal or Lead Person;
    - (2) Teachers;
    - (3) Child Study Team member;
    - (4) School Counselor or mental health expert;
    - (5) Subject Area Chairperson/Director;
    - (6) School Nurse;
    - (7) Teachers representing each grade band served by the school district and school;
    - (8) School safety personnel;
    - (9) Members of the School Safety Team;
    - (10) Custodian; and
    - (11) Parents.

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- g. The Pandemic Response Team is responsible for:
  - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
  - (2) Adjusting or amending school health and safety protocols as needed.
  - (3) Providing staff with needed support and training.
  - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
  - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
  - (6) Providing necessary communications to the school community and to the school district.
  - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

### 3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.



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- (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
  - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
  - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
  - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
    - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

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- (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
- (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

[See Appendix N – Scheduling of Students]

## 4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

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- c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
  - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers’ individual needs.
  - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
  - (3) Certification
    - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE’s waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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- (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
  - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
  - b. Instructional staff should:
    - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
    - (2) Limit group interactions to maintain safety.
    - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
    - (4) Become familiar with district online protocols and platforms.
    - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
    - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
    - (7) Provide regular feedback to students and families on expectations and progress.
    - (8) Set clear expectations for remote and in-person students.

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- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
  - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
  - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
  - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
  - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
  - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
  - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
  - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
  - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  - (5) Continue to maintain logs of mentoring contact.
  - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.

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- (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
  - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
  - (7) Define and provide examples of high-quality instruction given context and resources available.
  - (8) Assess teacher, student, and parent needs regularly.
  - (9) Ensure students and parents receive necessary supports to ensure access to instruction.

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- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
  - (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
  - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
  - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
  - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
  - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
  - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
  - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
  - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.

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- (2) Facilitate the virtual component of synchronous online interactions.
  - (3) Manage online platform for small groups of in-person students while teacher is remote.
  - (4) Assist with the development and implementation of adjusted schedules.
  - (5) Plan for the completion of course requests and scheduling (secondary school).
  - (6) Assist teachers with providing updates to students and families.
  - (7) Support embedding of SEL into lessons.
  - (8) Lead small group instruction to ensure social distancing.
  - (9) Consider student grouping to maintain single classroom cohorts.
  - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
  - (2) Consider student grouping to maintain single classroom cohorts.
  - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
  - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
  - (5) Provide real-time support during virtual sessions.
  - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.



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- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
  - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
  - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

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- (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
  - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
  - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
  - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
  - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
  - (2) Lead small group instruction (in-person to help with social distancing).
  - (3) Co-teach with cooperating teacher and maintain social distancing.
  - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
  - (5) Implement modifications or accommodations for students with special needs.
  - (6) Facilitate one-to-one student support.

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- (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
  - (8) Provide technical assistance and guidance to students and parents.
  - (9) Develop online material or assignments.
  - (10) Pre-record direct-instruction videos.
  - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
  - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
  - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
  - (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
  - (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

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## 7. Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

[See Appendix P – Athletics]

# RESTART & RECOVERY PLAN

## C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

### 1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

- b. School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

- c. School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

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(1) Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

(2) Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

# RESTART & RECOVERY PLAN

## D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

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

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
  - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
  - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
  - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

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- (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

## 2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.



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b. Districts should:

- (1) Conduct a needs assessment.
- (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
- (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
- (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
  - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
  - (1) Curriculum
    - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

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- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
  - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
- (2) Instruction
- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
  - (b) In crafting an instructional plan, the school district should consider the following:
    - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
    - (ii) Design for student engagement and foster student ownership of learning.
    - (iii) Develop students' meta-cognition.
    - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

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- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

## (3) Assessment

- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
  - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

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4. Professional Learning
  - a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
  - b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
  - c. Professional learning opportunities should be:
    - (1) Presented prior to the beginning of the year;
    - (2) Presented throughout the school year;
    - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
    - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
    - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
  - d. Mentoring and Induction
    - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
    - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
    - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
    - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.

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- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

- e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

- 5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles
  - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
  - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

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d. Quality CTE Programs

- (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc.
- (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.

f. Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

g. CTE Recruitment and Retention

CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.

h. Funding to Support CTE Programs

The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

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## Appendices

### Restart and Recovery Plan to Reopen Schools

### Downe Township Board of Education

**Fall 2020**

# RESTART & RECOVERY PLAN

## Appendix A

### Critical Area of Operation #1 - General Health and Safety Guidelines

This school district should include in Appendix A the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.a., including, but not limited to:

#### A.1.a. Health and Safety Guidelines

All decisions regarding the reopening of Downe Township School have been made in consultation with the Cumberland County Health Department and based on recommendations from the Center for Disease Control (CDC). Accommodations will be made for individuals (staff or students) deemed high risk for illness related to COVID-19, including older adults (ages 65 and older) and individuals with disabilities or serious underlying medical conditions, which may include:

1. Chronic lung disease or asthma (moderate to severe)
2. Serious heart conditions
3. Immunocompromised
4. Severe obesity (BMI of 40 or higher)
5. Diabetes
6. Chronic kidney disease undergoing dialysis
7. Liver disease
8. Medically fragile students with IEPs
9. Students with complex disabilities with IEPs
10. Students who require accommodations under a Plan in accordance with Section 504 of the Rehabilitation Act of 1973 (504 Plan).



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## Appendix B

### Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

This school district should include in Appendix B the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to:

A.1.b. The following will be required to reduce the potential for transmission of COVID-19:

- **Masks**
  - Masks are mandated for school staff at all times unless doing so would inhibit the individual's health (must provide a doctor's note).
  - Masks are mandated for all visitors (unless under two years old).
  - Masks are required for all students at all times including on school buses.
  - Staff and students may only be exempt from wearing a mask with a note from their doctor.
- **Social Distancing**
  - Decals/markers will be used to show direction of travel in hallways/common areas as well as the mandated six feet apart rule.
  - Classrooms will be set up so that students are all facing the same direction and sit 6 feet apart to maintain social distancing during instructional time. Maximum student occupancy with social distancing in effect is 11 students.
  - Small group time/group time on the carpet will be limited to allow for social distancing.
- **Hygiene**
  - Hand-sanitizing stations (at least 60% alcohol) will be at every entrance/exit, in common areas, near restrooms, and in every classroom. Preschool and kindergarten staff will monitor student access and use of hand-sanitizer.
  - Students will wash hands upon entry into their classroom; every classroom used for homeroom has a sink installed for easy access.
  - Student will be required to wash their hands prior to consuming any food or snacks throughout the day, after using the restroom, after outdoor play, and after coughing/sneezing. Teachers will build this into their daily schedules.
  - Teachers will establish handwashing routines within their classrooms based on the needs and ages of their students.

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- Signs will be posted throughout the building including restrooms and classrooms regarding handwashing.
- Teachers and school nurse will review proper etiquette for coughing, sneezing, and handwashing as well as reporting symptoms of illnesses as they arise.
- Toys and supplies are not to be communal or shared; items need to be cleaned between uses.
- Masks are required for staff and students at all times
- HVAC System
  - Each classroom runs on a separate unit with a designated air handler. If needed, an individual unit/air handler can be shut down to prevent air from being circulated within that classroom. Windows can be opened to allow for fresh air flow/ventilation.
  - If anyone tests positive for COVID-19, we will shut that unit down, open the windows, and thoroughly clean and disinfect the room.
  - Air filters are currently changed every 3 months. We will increase the frequency to every 2 months on a rotating schedule. Filters are being upgraded to MERV 11 filters.
- Classes may be conducted outside if/when possible. Physical Education classes will be held outdoors whenever possible.
- Toys, electronics, and shared supplies will be cleaned between uses.
- All areas will be cleaned and sanitized on a strict schedule including classrooms, restrooms, common areas, etc. High-touch surfaces will be cleaned several times throughout the day during in-person instruction.

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## Appendix C

### Critical Area of Operation #3 – Transportation

This school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.c., including, but not limited to:

A.1.c. Transportation services for the school district include a combination of contracted services and district provided transportation services. Social distancing measures will be put in place to the maximum extent possible. Training will be provided to all bus drivers driving district students regardless of who the employer is. Safety is the first priority and the precautions that are implemented must be uniform. We will work in consultation with our contracted service provider regarding cleaning and disinfecting procedures. For more specific information, contact our bus company, Sheppard’s Bus Service at 856-765-3812.

The following measures are required:

- Students will be required to wear masks when riding the bus.
- Siblings/member of the same household will be seated together when possible.
- The bus driver must wear a mask at all times.
- Accommodations will be made for students who are unable to wear a face covering due to health reasons.
- Contact with parents will be limited.
- Signs will be posted to reinforce social distancing and hygiene rules.
- Current seating charts will be kept on file at all times and accessible to administration in case our contact tracing policy is activated.
- Plans will be put in place to control the number of students entering and exiting the building during arrival and dismissal time. Bus drivers will be familiar with these procedures to ensure student safety.
  - The district currently has four main bus routes. Two routes will be dropped off at the main entrance, two routes will be dropped off at the playground entrance, and walkers, bike riders/parent drop off will take place at our side door entrance.
  - Student temperatures will be taken upon entry to the building at each assigned entrance. Anyone riding the bus presenting with a temperature of 100.4° or higher or who exhibit any COVID-19 related symptoms will be put in isolation for further assessment by the school

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nurse. Any student dropped off by an adult presenting with a temperature of 100.4° or higher or who exhibit any COVID-19 related symptoms will be sent home with adult who drove them to school.

- Buses will be cleaned and sanitized according to procedures set forth by contracted bus companies based on the anticipated minimum standards derived from “The Road Back” which states “at least daily;” district buses will be cleaned and sanitized after each bus route and between routes. Buses from our contracted company will be cleaned and disinfected by Sheppard Bus employees. District buses will be cleaned and disinfected by Downe Township personnel including bus drivers and/or custodians. Appropriate PPE and cleaning supplies will be available on all district buses.
- Basic Information on Cleaning School Buses/Vans
  - The floors on the bus should be swept FIRST then START at the rear of the bus and walk towards the front of the bus when cleaning.
  - When disinfecting, be sure to always review and follow safe handling and safety instructions that are on the label or inserts of the cleaner/chemicals being used.
  - Only school approved cleaners and disinfectants may be used. Do not use cleaning products brought from home.
  - Wear gloves (latex gloves may be worn) while cleaning and disinfecting and wash hands thoroughly afterwards. If you are not able to use soap and water, use hand sanitizer.
  - All cleaning supplies/products should be kept in the overhead glove compartment or in a secured area out of the reach of students and direct sunlight.
- Best Practices for Disinfecting & Cleaning School Buses and Vans
  - The interior of each bus/van should be cleaned and swept thoroughly after each morning and evening route and/or at least once each day.
  - Cleaning high-contact surfaces such as handrails, backs and sides of seats, windows, window ledges, gear shift, parking brake, steering wheel, etc.
  - Remove trash every day.
  - Clean spills.
  - Spot clean walls and seats as needed.

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## Appendix D

### Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

This school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to:

#### A.1.d. Screenings

##### A. Staff Screenings

All employees, including substitute staff, must complete The Staff Daily Screening Form and provide proof of completion prior to school entry daily. This form can be accessed through our student information system, OnCourse. Paper copies will be provided to those employees unable to access OnCourse. It asks the following information:

1. Within the past 24 hours, have you experienced any of the following symptoms: cough, fever of 100.4° or higher one hour prior to school starting, shortness of breath/difficulty breathing, sore throat, chills/repeated shaking with chills, muscle-aches or pain, headache, new loss of taste/smell, nausea/vomiting, diarrhea, fatigue, congestion/runny nose, no symptoms present in myself or household members
2. Have you or someone in your household had close contact with someone who is sick?
3. Have you had close contact with anyone who tested positive in the past 14 days? A close contact is defined as being within 6 feet of a person who tested positive for a prolonged period of time (approximately more than 10 minutes).
4. Are you currently under quarantine?
5. If you are under quarantine, what is the date that you started quarantine?
6. In the past 2 weeks, have you traveled from a state or country outside of NJ that has a travel advisory requiring quarantine?

##### B. Student Screenings

All students must be screened upon entry into the school building. This will include symptom checks as well as temperature checks. See Appendix E for screening procedures.

##### C. Social Distancing in Entrances, Exits, and Common Areas

1. Distances in increments of 6 feet will be mapped out to assist with social distancing including sidewalks, hallways, common areas, outdoor gathering areas, etc.

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2. Paths of travel will be clearly marked in all hallways and common areas.
3. Face coverings will be required at all times.
4. Hand sanitizing stations will be located for easy access at all entrances, exits, and in common areas.
5. Visitors to the building will be limited on an as needed basis.
6. Vendors/visitors will not be granted entry unless they are wearing a mask.

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## Appendix E

### **Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms**

This school district should include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e., including, but not limited to:

#### A.1.e. Screening Procedures

##### A. Staff Screenings

Staff will receive a temperature check daily conducted by the school nurse in her office. This information will be recorded and kept confidential. All employees, including substitute staff, must complete The Staff Daily Screening Form and provide proof of completion prior to school entry daily. This form can be accessed through our student information system, OnCourse. Paper copies will be provided to those employees unable to access OnCourse. It asks the following information:

1. Within the past 24 hours, have you experienced any of the following symptoms: cough, fever 100.4° or higher one hour prior to school starting, shortness of breath/difficulty breathing, sore throat, chills/repeated shaking with chills, muscle-aches or pain, headache, new loss of taste/smell, nausea/vomiting, diarrhea, fatigue, congestion/runny nose, no symptoms present in myself or household members
2. Have you or someone in your household had close contact with someone who is sick?
3. Have you had close contact with anyone who tested positive in the past 14 days? A close contact is defined as being within 6 feet of a person who tested positive for a prolonged period of time (approximately more than 10 minutes).
4. Are you currently under quarantine?
5. If you are under quarantine, what is the date that you started quarantine?
6. In the past 2 weeks, have you traveled from a state or country outside of NJ that has a travel advisory requiring quarantine?

##### B. Student Screenings

Parents are encouraged to prescreen their children prior to coming to school to as a proactive approach to prevent ill students from entering the building. A prescreening questionnaire was sent home to all families. All students will be screened daily upon entry to the building. Following these procedures.

1. Students will enter the building from the bus or parent drop off at 3 different entrances; the main entrance, the side door, and the

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playground entrance. Locations will be assigned to regulate flow of traffic and time for screenings.

2. A staff member will be assigned to each entrance to screen students as they enter including a visual screening for visible symptoms as well as a temperature check. This information will be documented while maintaining confidentiality.
3. Asymptomatic students will proceed to class.
4. Symptomatic students entering from the bus will be led to an isolation area located in the nurse's office. A parent will be called to pick up the child as soon as possible. They will pull up to the side door and the student will be escorted to the parent to be sent home.
5. Students being dropped off by an adult at the side door location will be screened including a temperature check before the adult leaves the premises. If a student has symptoms including a temperature above 100.4°, they will return to the car and be sent home. The parent drop off process requires them to drop off one car at a time, which will follow social distancing requirements.

## C. Protocols for Face Coverings

1. Staff members will be required to wear face masks at all times unless doing so would be a health risk.
2. Students will be required to wear a face masks at all times unless doing so would be a health risk.
3. Face shields may be worn in addition to mask requirements; face shields are not mandatory. They will be provided to teachers and staff.
4. The District will obtain PPE including masks (child and adult sizes), gloves, N95 mask kit for nurse, and face shields. It will be requested for students to bring their own masks, but the District will have surgical masks on hand if needed.
5. Visitors to the building will be limited. Face masks will be required for anyone entering the building unless they have a medical exemption.

## D. Protocols for exclusionary criteria and returning to school after having suspected signs of COVID-19. School nurse will consult with our school physician to determine appropriate measures.

### 1. Exclusionary Criteria

Staff and students who present or have a recent history (less than 72 hours) of the following symptoms will be immediately isolated and excluded:

- a. NEW cough (not to include baseline cough if student/staff is asthmatic or has any other known chronic conditions)
- b. Shortness of breath or difficulty breathing
- c. Fever of 100.4° or higher



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- d. Sore throat
- e. Chills
- f. New loss of taste or smell
- g. Muscle or body aches
- h. Nausea, vomiting or diarrhea
- i. Congestion or runny nose (not to include baseline congestion or runny nose of students/staff with seasonal allergies)
- j. Unusual fatigue
- k. Signs of conjunctivitis
- l. Student or staff who received any fever reducing medication prior to coming to school
- m. Students or staff who have come in close contact with anyone with suspected or confirmed with COVID-19

THIS LIST OF SIGNS AND SYMPTOMS MAY BE AMENDED AT ANY TIME BY SCHOOL PHYSICIAN TO COMPLY WITH GOVERNMENTAL REQUIREMENTS.

## E. Returning to school after having suspected signs of COVID-19

A staff member or student who had signs of suspected COVID-19 can return to school when:

1. At least 72 hours have passed since recovery (defined as no fever without the use of fever reducing medications and all other symptoms have resolved). Parent/guardian must certify in writing that their child has not exhibited symptoms for 72 hours, OR
2. A health care provider has certified that the staff member or student does not have suspected or confirmed COVID-19. Doctor's note must be provided.
3. If student or staff member returns to school after 72 hours and any symptoms are still present despite parent certification, the individual will be excluded again and a doctor's note will be required prior to returning to school.
4. For confirmed cases of COVID-19 or contact with a known case of COVID-19, the school will follow the NJ Health Department guidelines. See attached.

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## Timeframe for Self-Isolation/Quarantine Based on Testing Result

The purpose of **quarantine** is to keep people who might have been exposed (but not sick) to COVID-19 away from others. **Isolation** is to keep sick people and those infected with the COVID-19 virus away from those who are not infected. Self-quarantine/isolation are voluntary practices to reduce the spread of COVID-19.

It is expected that any person getting a COVID-19 diagnostic test (nasal swab or saliva) will self-quarantine after specimen collection **AND** are advised of the results of their test, unless otherwise directed by those administering the test. These recommendations are not for individuals who got a serologic test (antibody). Depending on the test result, see below for the length of time that the individual should self-isolate/self-quarantine. If an individual who tests COVID-19 positive has a weakened immune system (immunocompromised) due to a health condition or medication, they may need to isolate longer than 10 days. They should speak to their healthcare provider for more information.

	Symptomatic Tested +	Symptomatic Tested –	Asymptomatic Tested +	Asymptomatic Tested –	Asymptomatic Tested –	Asymptomatic Not/Never tested
				No COVID-19 household* or close contacts* or traveler from impacted area*	But is a household* or close contact* or traveler from impacted area*	But is a household* or close contact* or traveler from impacted area*
<b>Timeframe for Self-Quarantine or Self-isolation</b>	10 days since symptoms first began <b>AND</b> 24 hours (1 full day) fever-free without use of fever-reducing medications <b>AND</b> improvement in symptoms	At least 24 hours (1 full day) after symptoms go away  <b>NOTE:</b> If person is a household or close contact, <b>or</b> a traveler from impacted area, they should complete 14-day quarantine	10 days after specimen collection, assuming no symptoms develop <sup>A</sup>	No self-quarantine days required	14 days from last known exposure with the COVID-19 + person  <b>NOTE:</b> Household contacts should begin quarantine as soon as aware of exposure to COVID-19 + person and continue the quarantine for an additional 14 days AFTER the contact's isolation ends. Contacts who develop symptoms <sup>A</sup> or who test positive should isolate.	

COVID-19 incubation period is 2-14 days. Symptoms often appear 5-6 days after exposure but may appear up to 14 days after exposure. A person is considered infectious two days before they test + or develop symptoms. However, some individuals do not develop symptoms and may expose others without knowing.

**\*Household contacts** are individuals who live in the same house as a lab confirmed COVID-19 case. **Close contacts** are individuals who were within 6 feet of a lab confirmed COVID-19 case for a prolonged period (10 minutes or more) or had direct contact with the infectious secretions of a COVID-19 case (e.g., were coughed on). Walking past a lab confirmed COVID-19 case or just being in the same building does NOT qualify as being a close contact. **Traveler from impacted area** refers to states/territories/countries with increasing COVID-19 cases with a positive test rate higher than 10 per 100,000 residents **or** areas with 10% or higher positivity rate over a seven-day rolling average.

<sup>A</sup>Asymptomatic positive individuals who develop symptoms during their self-quarantine timeframe, should self-isolate and refer to the "Symptomatic, Tested +" column. August 1, 2020

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## Appendix F

### Critical Area of Operation #6 - Contact Tracing

This school district should include in Appendix F the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.

#### A.1.f. Contact Tracing

- A. The Downe Township Board of Education will adopt a policy on Contact Tracing, Policy 2111.65.
- B. The District will appoint a liaison to work in conjunction with the Department of Health. Health officer will lead the process.
  - a. School nurse will serve as liaison
  - b. Supervisor will assist as needed
- C. School nurse will complete the John's Hopkins University's Contact Tracing Course. <https://www.coursera.org/learn/covid-19-contact-tracing?edocomorp=covid-19-contact-tracing>
- D. District form will be developed to record necessary information needed to assist with the DOH Contact Tracing process. Copies will be kept on file in the nurse's office and in Superintendent's office
- E. Static seating charts will be developed and kept on file for easy access for classrooms and bussing.
- F. District must follow FERPA guidelines related to student privacy during the Contact Tracing process. For more information go to: [https://studentprivacy.ed.gov/sites/default/files/resource\\_document/file/FERPA%20and%20Coronavirus%20Frequently%20Asked%20Questions.pdf](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPA%20and%20Coronavirus%20Frequently%20Asked%20Questions.pdf)
- G. If needed, student can be placed in Full-Remote Learning group for the duration of the quarantine.
- H. See additional resources at Contact Tracing Communications Toolkit – CDC <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing-comms.html>

Guidance has been shared with school districts by the Cumberland County Health Department as follows:

Reporting of confirmed cases/contact tracing. All positive cases of COVID-19 in Cumberland County will be electronically reported to the Cumberland County Health Department to commence contact tracing and case investigation. During contact tracing, if the health department identifies a positive person with contacts in any school district, the health department will notify the district superintendent or his/her designee. The Cumberland County Department of Health will take the lead on contact tracing, isolation/quarantining of ill students and staff, and any

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further actions needed to contain the spread of COVID-19. However, the school district will be contacted during the contact tracing period for information regarding a case. Assistance from school districts will be necessary in order to identify close contacts of the positive case. Therefore it will be crucial for school districts to have a plan in place in which will identify the close contacts. It may also be necessary for the school district to alert staff and parents of a positive case and to inform them that all close contacts will be contacted by the Health Department. \*If a school district is aware that a staff or student has tested positive and they have not heard from the Health Department, school districts should notify the health department immediately.

The Cumberland County Health Department has jurisdiction of all schools in Cumberland County with the exception of schools in the Vineland School District which will report to the Vineland Health Department. For questions please contact the Cumberland County Health Department at 856-327-7602 or Vineland Health Department at 856-794-4131, whichever jurisdiction your school falls under. For general questions regarding health and safety guidance, please contact the county office of education to ensure coordinated dissemination of information.

If additional guidance from CDC and NJDOH is received regarding contact tracing, we will notify you as soon as possible.

Thank you,

Megan Sheppard, MPH, CHES, Health Officer

Robert Dickinson, Health Officer

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## Appendix G

### Critical Area of Operation #7 - Facilities Cleaning Practices

This school district should include in Appendix G the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.g.

#### A.1.g. Summer Cleaning

During summer break, Downe Township School's Maintenance/Custodial staff shall provide restorative cleaning and maintenance to prepare for the upcoming school year. During this time services listed below will be provided. Simultaneously staff will maintain safe working conditions as recommended by the New Jersey Department of Health, Local Health Department and The Center for Disease Control.

1. Staff will practice social distancing at all times.
2. School provided masks will be maintained at all times.
3. Gloves will be provided for Maintenance/Custodial staff.
4. Classrooms will have minimum furniture (student desk to be 6 feet apart facing the front of the classroom.) Excess furniture will be removed for storage.
5. All high touch areas cleaned and disinfected
6. Tile floors stripped and appropriate wax applied
7. All carpets cleaned/shampooed
8. Furniture cleaned and disinfected
9. Restrooms; Toilets and sinks thoroughly cleaned, disinfected and working properly, floors cleaned and disinfected per protocols. Paper towel and soap dispensers disinfected and in working condition.
10. All air handler filters have been changed.

#### A. Interim Cleaning

During the school day Downe Township School's maintenance/custodial staff shall provide restorative cleaning and maintenance to maintain a safe environment for students and staff members. Maintenance/custodial staff will primarily use the disinfectant BioBlast as well as CaviCide, which are EPA approved against COVID 19. MSDS sheets attached. MSDA sheets are provided for all cleaning products used in the building. During this time services will be geared toward high touch areas that facilitate the spread of pathogens. Listed below are the areas considered high touch areas of concentration but not limited to. Simultaneously staff will maintain safe working conditions as recommended by the New Jersey Department of Health, Local health department and The Center for disease Control. PPE will be provided to staff.

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1. Clean and disinfect all common areas throughout the day
2. Door handles
3. Counter tops
4. Furniture cleaned and disinfected
5. Restrooms; toilets and sinks thoroughly cleaned and disinfected.
6. School nurse's office
7. Prepare and maintain hand sanitizing stations at entrances/exits of buildings
8. Have hand sanitizer available in each classroom for use
9. Floor and/or hanging directional signs for hallways and stairwells

## B. Increased Routine Cleaning and Disinfection

1. Minimum cleaning and disinfecting of all areas will be maintained by established protocols using disinfectant BioBlast and CaviCide, bleach, and other EPA approved cleaning agents (MSDS sheets provided). All cleaners/disinfectants will be used according to the directions on the label. Maintenance/custodial staff will follow a strict schedule for additional daily cleaning duties and document completion on a weekly checklist. MSDS sheets are included for all cleaners and disinfectants used.

## C. Schedule for Cleaning and Disinfection of Frequently Touched Items (Ex. Door Knobs/Light Switches/Classroom Desks/Chairs/Cafeteria Tables/Benches/Telephones)

1. Cafeteria and tables will be cleaned and disinfected after breakfast each morning.
2. Bathrooms will be cleaned/disinfected multiple times throughout the day including after each lunch period. This includes student restrooms, staff restrooms, nurse's office, Board office, main office, Kids' Center, and back hallway.
3. Students will eat lunch in their classrooms. Each room will be cleaned and disinfected including sink area, high touch areas, and removal of trash after each lunch period. A staggered schedule will be used.
4. Toys/items that need to be shared in PS and K will be cleaned/disinfected between uses.
5. Nurse's office will be cleaned/disinfected multiple times throughout the day as part of the daily cleaning routine. Additional cleaning will take place after ill students have been sent home. Isolation area will be cleaned/disinfected as needed. Nurse will assist with routine cleaning in nurse's office.
6. Staff break/lunch room will be cleaned/disinfected in between lunch periods including refrigerator door handles, microwave ovens, coffee pot, and the communal water cooler.
7. Playground equipment will be cleaned/disinfected in between uses. Teachers may only use these areas assigned to prevent cross contamination.
8. Water fountains will be closed. Signs will be posted. Students are encouraged to bring their own bottle of water to school.
9. Kitchen area will be cleaned/disinfected after breakfast and lunch is served each day.

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10. Main office and BOE office will be cleaned and sanitized multiple times throughout the day including before and after use of shared space between staff, including cleaning/disinfecting of telephones and computers.

11. All District technology used by students and staff will be cleaned and disinfected daily. Students will be assigned a device to use when they are in-person to prevent cross contamination of shared items.

## 2. Training for All Sanitation Practices

All Maintenance and Custodial staff will complete Blood Borne Pathogens Course, COVID-19 Awareness Course, and Cleaning/Sanitizing for COVID-19 Course on Safeschools prior to opening day of school. In person professional development course on COVID-19 will be provided by the school nurse to all staff members prior to students and staff reporting. Maintenance/Custodial supervisor will provide new schedules and protocols for Maintenance and Custodial staff.

## D. Precautionary Measures Mitigated

1. Install barriers as needed. This includes barriers for the isolation room located in the nurse's office.
2. Classrooms and restrooms need to be checked frequently to ensure there is a constant supply of antibacterial soap, paper towels, and/or hand sanitizer available for proper hygiene.
3. Air filters will be changed with an increase in frequency. This will be done every 2 months on a rotating schedule.
4. Ensure cleaning supplies including soaps and disinfectants are in stock and on hand for increased use.
5. Staffing changes to accommodate cleaning/disinfecting schedule. Schedule/work hours may need modification. Tentative part-time temporary custodian may be hired to assist with additional workload.
6. Signage/decals for hallways and doors to be purchased and/or installed to show movement/flow of students, social distancing, etc.
7. Hand sanitizing and soap dispensers installed.
8. Remove excess furniture from classrooms and put in storage.
9. Reduce unnecessary clutter in all areas including items hanging in hallways for ease of cleaning.

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## Appendix H

### Critical Area of Operation #8 – Meals

This school district should include in Appendix H the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.h.

#### A.1.h. Meals

1. Breakfast
  - A. Served in the cafeteria as long as social distancing can be accomplished.
  - B. Students will wash their hands before meals.
  - C. Grab and go meals will be provided and delivered to the students at their seat to minimize travel about the room.
  - D. Tables, benches, kitchen, and surrounding area will be cleaned and disinfected after breakfast each day.
  - E. Students will be charged based on their Free/Reduced/Full Paid lunch status.
  - F. Students will sign up for breakfast/lunch in advance to ensure enough meals are available for them.
2. Lunch
  - A. Served in student’s classrooms at staggered times.
  - B. Students will wash their hands before and after meals.
  - C. Grab and go meals will be provided and delivered to their classroom.
  - D. Students will eat at their desks spaced 6 feet apart at all times.
  - E. Students will clean up their meal trash and dispose of it in a designated receptacle.
  - F. Custodial staff will clean and disinfect all classrooms after meals are served including high touch areas, desks, sink areas, light switches, door knobs, etc.
  - G. Students will be charged based on their Free/Reduced lunch status.
  - H. Students will sign up for breakfast/lunch in advance to ensure enough meals are available for them.
3. Meals for Remote Learning Days
  - A. Students will receive meals to take home for remote learning days as they are leaving on their second day of attendance. This will include breakfast and lunch.
  - B. Students receiving Full Time Remote/Virtual Learning will have a weekly pick up time for meals. This will tentatively take place on Wednesdays during our full-remote day.
  - C. Students will sign up for breakfast/lunch in advance to ensure enough meals are available for them.



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## Appendix I

### Critical Area of Operation #9 – Recess/Physical Education

This school district should include in Appendix I the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.i.

#### A.1.i. Recess/Physical Education

##### 1. Recess/Physical Education: General

- A. Recess will be staggered for Lunch Period 1 and 2. Times will be alternated for a Group “A” that will go outside for recess during the first 20 minutes of the 40 minutes of the period. Group “B” will be the mirror opposite of Group A.
- B. If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups. Follow the attached “Recess Map and Schedule”.
- C. Boundaries between groups will be established with the use of the “Recess Map and Schedule” and cones to support social distancing. Field paint will be used to mark specific boundaries for grouping of students.
- D. All individuals will wash hands immediately after outdoor playtime. The Recess/Lunch staff responsible for a specific subgroup will have all individuals wash hands.
- E. Playground equipment is divided into two specific areas. Playground 1 will only be used by grades PK3-PK4-K. Playground 2 will only be used for grades 1-8 at lunch recess only per the recess schedule. Following each use of playground equipment disinfection will occur.
- F. Outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designated zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing) by the design of the Recess Map and Schedule. This same document will apply for any Physical Education classes that have an outside activity.
- G. Does not apply. This is not available in our facility (Locker rooms).
- H. Does not apply. This is not available in our facility (Locker rooms).

##### I. Section A.1.ii., including, but not limited to:

- A. Students are required to wear school uniforms as outlined in our school uniform policy. Students are not required to change for physical education

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classes. Comfortable shoes are encouraged to be worn on all days of attendance.

- B. The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use. This will be monitored and maintained via lesson plans and class scheduling by the Physical Education staff. Custodial will clean and disinfect any necessary equipment as part of their daily routine.
- C. The school district will designate specific areas for each class during recess to avoid cohorts mixing. This will be established by the use of the “Recess Map and Schedule”.

“Recess Map and Schedule”

July 2020

<b>Playground 1</b>	1200-1240	DAY			
	Grade	A1	B1	A2	B2
PK3 Aide	PK3	X			
PK4 Aide	PK4		X		
K Lunch Aide	K			X	

<b>1st Lunch</b>	1200-1240	DAY			
	Grade	A1	B1	A2	B2
PT Lunch Aide	1	SBT	BT	MP	GP
Lunch Aide 1	2	GP	SBT	BT	MP
Lunch Aide 2	3	MP	GP	SBT	BT
Lunch Aide 3	4	BT	MP	GP	SBT
SBT: Small blacktop (near PK playground)	GP: Grass (near garden) or Goal posts	MP: Main Playground	BT: Blacktop		

<b>2nd Lunch</b>	1240-120	DAY			
	Grade	A1	B1	A2	B2
PT Lunch Aide	5	SBT	BT	MP	GP
Lunch Aide 1	6	GP	SBT	BT	MP

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Lunch Aide 2	7	MP	GP	SBT	BT
Lunch Aide 3	8	BT	MP	GP	SBT
SBT: Small blacktop (near PK playground)	GP: Grass (near garden) or Goal posts	MP: Main Playground	BT: Blacktop		

## Appendix J

### Critical Area of Operation #10 - Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

This school district should include in Appendix J the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.j.

A.1.j. Field trips, extra-curricular activities, and use of facilities outside of school hours.

A. Additional considerations

- a. To minimize risk of exposure, no field trips will be scheduled until further notice.
- b. Extra-curricular activities will be postponed until further notice. If deemed appropriate based on health and safety information, they will be added back into the schedule. If possible, some extra-curricular activities may be conducted virtually.
- c. Kids’ Center, our after-school program, will operate on in-person attendance days. This program will abide by the requirements set forth in this plan.

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## Appendix K

### Academic, Social, and Behavioral Supports

This school district should include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board’s Plan – Section A.2.a. through A.2.e.

#### A.2. Academic, Social, and Behavioral Supports

##### a. Social Emotional Learning (SEL) and School Culture and Climate

##### a. Social-Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

##### Educator Well-Being

- Classroom relief time will be provided in the Kids’ Center offices for individuals to process traumatic events, re-establish connections with each other, and receive the support that promotes their healing.
- Kids’ Center staff is assisting in educator self-care and wellness through the summer and at the start of the 2020-2021 school year.
- Support educators’ access to mental and behavioral resources and encourage them to utilize these services as recommended by the school nurse, doctor, and/or Kids’ Center.
- Opportunities for staff to regularly practice and reflect on their social and emotional competencies through professional development and peer to peer techniques.

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## Trauma-Informed Social and Emotional Learning

- Routines for assisting with communication are being developed through new procedures and policies.
- Routines and procedures are being developed to prioritize relationships and well-being with students and staff.
- Routines and procedures are being developed to support students and staff in feeling safe, connected, and hopeful.
- SEL lessons and systems, as used in the 2019-2020 school year, will communicate and relate to the pursuit of student success.
- Staffing needs will be based on the most appropriate manner to assist with trauma and social and emotional well-being of students as they return to school.
- The district will continue to maintain an “open” policy of communication and reflection with students, families, and staff through surveys, feedback, and virtual meetings.
- Teachers will be offered increased professional development in the Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).
- Routines and procedures are being developed to promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family is able to connect with for any needed support.
- Kids’ Center will continue to be proactive in preparing access to mental health and trauma supports for adults and students, which continues the relationship with DTS.
- Routines and procedures are being developed to create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies.
- Kids’ Center will continue to have careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.
- Staff should be trained via professional development to prepare to support both staff and students that may feel unnerved by these topics or conversations.
- Routines and procedures are being developed to prepare to support an influx of students who may need counseling support

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## School Culture and Climate

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

## Utilizing the Strengths of Staff

- The school website, Class Dojo, and Google Classroom will be used to continually communicate with families and staff about the application and importance of SEL.
- Routines and procedures are being developed to provide school leaders and teachers with resources on SEL and trauma.
- Routines and procedures are being developed to embed SEL skills and strategies in remote learning with students.
- Routines and procedures are being developed to evaluate school policies and protocols to ensure systems are in place to support students' social-emotional needs.
- Professional development will be provided to colleagues on areas of expertise and attend professional development to obtain greater understanding.
- Professional development will be provided to staff to enhance skills and share strategies found to be successful with colleagues.
- Routines and procedures are being developed to create opportunities for staff to regularly practice and reflect on their social and emotional competencies.
- Routines and procedures are being developed to utilize strategies to promote the continual development of staff and student social and emotional competencies for all staff.

## b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

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- Not Being Utilize
- Being Developed by School Officials
- Currently Being Utilized

## Universal Screening

- Kids' Center staff, grade level leaders, and school administrations will continue collaborative problem-solving to guide the use of data to inform decisions about instruction and intervention at each support tier.
- Each group of stakeholders will have the opportunity to be represented in this process.
- Universal screening will provide for the opportunity to provide in-home support for students and the provision of support or accommodations that may be necessary to facilitate family participation.

## Mental Health Supports

- Routines and procedures are being developed to support Tier 1 – Prevention and Universal Supports for All Students and Families.
  - Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
  - Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support. Continue or develop efforts to provide SEL programming.
  - Check-ins with teachers and parents to assist in identifying at-risk students.
  - Shared information with parents and educators regarding how to identify when a student may be struggling with a mental health issue.
- Routines and procedures are being developed to Tier 2 – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or substance abuse.
  - Consider the utilization of Kids' Center staff to provide support for students who are identified as needing assistance.
  - Continue to connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports.
  - Continue to be proactive with out-reach to the Cumberland County Guidance Center and Kids'

# RESTART & RECOVERY PLAN

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Center to better support families who may be receiving or in need of Tier 2 or 3 supports outside of school.

- Routines and procedures are being developed for Tier 3.
  - Routines and procedures are being developed for individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions.
  - Routines and procedures are being developed to collaborate with local community providers, county resources, and other organizations to enhance Tier 2 and 3 support.
  - Routines and procedures are being developed to connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed with the assistance of Kids' Center.

## Primary Health and Dental Care

- The school nurse is developing procedures in consultation with the school physicians to address the needs of students in both remote and hybrid scenarios.
- The school nurse is developing procedures in consultation with school physician to address the need to meet the physical health, dental, and mental health needs of students in virtual, hybrid, or in-person school environments.
- The school nurse is developing procedures to address the need to adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic.
- The school nurse is developing procedures for a virtual school health office model to address school health needs.

## Family Engagement

- Surveys have been administered to parents to assess the needs of families during the reopening phase.
- Parents/guardians in district- and school- level are part of the Reopening Committee planning team. Regular communication is maintained with the stakeholders.
- Routines and procedures are being developed to utilize county-based resources to assist in making connections to organizations serving the local community.



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- A plan for a digital presentation for parents and staff members is in development and will be shared with stakeholders up on completion.

## Academic Enrichment/Expanded After-School Learning

- This service is provided by the Kids' Center program.

## Mentoring

- Routines and procedures are being developed to establish, strengthen, or continue partnerships with community organizations that provide mentorship opportunities for students, whether in-person or through remote mentorship.

### c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

Not Being Utilized

Being Developed by School Official

Currently Being Utilized

## Wraparound Supports

- DTS currently has a wraparound service established through Complete Care to provide traditional school-based services in their comprehensive approach to addressing the academic, behavioral and social-emotional needs of students with interventions both inside and outside of the school environment.

### d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

# RESTART & RECOVERY PLAN

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- Continuing to use the process and procedures for Food Service and Distribution based on the school closing procedures of March 2020.

e. Quality Child Care

Child-care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

- Not Being Utilized
- Being Developed by School Officials
- Currently Being Utilized

Quality Child Care

- Child care is not being provided during this time.

# RESTART & RECOVERY PLAN

## Appendix L

### Restart Committee

This school district should include in Appendix L the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.1.

#### B. 1. Restart Committee

Name	Position/Title
Sherri Miller	Superintendent/Parent
Wallace Maines	Supervisor of Curriculum and Instruction
Sandra Lore	Administrative Office Manager/Parent
Rachel Howgate	Administrative Intern/Teacher/Parent
Lesa Robbins	Teacher/PTO Rep/DTEA Vice President/Parent
Giulia Sacco	School Nurse
Judy Williams	Confidential Administrative Secretary
Eric deJong	School Counselor/Kids' Center Program Director
Ashley Sanza	DTEA President/Teacher
Stultz Taylor	Board President
Kim Beardsworth	Board Member/Parent
Dyron Corley	Board Member/Parent
Albert Casper	Board Member/Parent

# RESTART & RECOVERY PLAN

## Appendix M

### Pandemic Response Teams

This school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.

B.2. Crisis Response Team will also serve as Pandemic Response Team

Name	Position/Title
Sherr Miller	Superintendent/Parent
Wallace Maines	Supervisor of Curriculum and Instruction
Sandra Lore	Administrative Office Manager/Parent
Rachel Howgate	Administrative Intern/Lower Teacher/Parent
Joseph Henault	Upper Teacher
Giulia Sacco	School Nurse
Judy Williams	Confidential Administrative Secretary
Eric deJong	School Counselor/Kids' Center Program Director
Eileen Culver	CST Director/School Psychologist
Jennifer Schino	CST Social Worker
Zachary West	PE Teacher
April Moore	Kids' Center

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## Appendix N

### Scheduling of Students

This school district should include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.3., including, but not limited to:

#### B.3. Scheduling

The student body will be divided in half, and assigned equitably between two groups. Group A will report on Monday and Tuesday for in-person instruction. Group B will report on Thursday and Friday. Students will participate in virtual instruction when it is not their group’s day. Friday will be virtual instruction for all students. Siblings will be scheduled in the same group so that they attend on the same day. The district will provide Chromebooks for any child who needs a device. A virtual program will be established to instruct students whose families select full time remote learning. The district will adopt a formal policy for remote learning. Specific details regarding the timeline for notification to change the student’s learning program will be clearly defined.

Monday	Tuesday	Wednesday	Thursday	Friday
Group A- school Group B- virtual	Group A- school Group B- virtual	Virtual For All	Group B- school Group A- virtual	Group B- school Group A- virtual

#### A. Educational Program

B. Teachers are expected to instruct in-person and distance learning students Mondays- Fridays during their contracted time from 8:25am to 3:35pm. Instructional materials should be sent home for virtual instruction. Each teacher will assign times for virtual students to have interactive meetings and lessons throughout the regular school day. These times and activities will vary by day. Recordings will be available for most content to support students and caregivers. Wednesdays will be virtual for all students. Teachers should remain mindful of the length of time students spend on devices, to help maintain developmentally appropriate practices. Attendance will be monitored through Oncourse and Google Classroom. Student participation will be assessed through assignment

# RESTART & RECOVERY PLAN

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- completion and accuracy, and participation in the academic program. Special consideration will be given to remote students on a case by case basis to accommodate situations where parents work during the day and may be unable to have their children access live remote teaching sessions and in cases where students are left with a babysitter unfamiliar with remote learning.
- C. Students will attend for the first month in their original hybrid groups. At that time, the district will determine whether it is safe to add in additional in-person opportunities for students, starting with our special education population. If deemed safe, we will have those students begin to attend 4 days per week. We will continue to monitor and assess the situation and add in additional days for the remaining general education students if feasible.
  - D. During the period of full-remote learning, teachers and students will follow a schedule based on what is age/developmentally appropriate for students. Teachers may work on site or at home remotely. These schedules will be developed in consultation with the teachers. We want to ensure a strong virtual plan is in place so that things will remain consistent once we transition to our hybrid schedule. Screen time will be a consideration for all students. Preschool will be limited to 1 hour of screen time each day as recommended by the DOE. Remote learning expectations will be provided to teachers to ensure students are getting an adequate amount of face time and access to the support and extra help they need in order to be successful. A “help desk” will be implemented to give students access to help on assignments as well as technical support during the school day. Schedules for each grade level will include a morning meeting/check in, 3 periods of “live” lessons, and an afternoon checkout time. The remaining periods of the day, students will be assigned asynchronous learning activities. Teachers will have daily “office hours” where they are available to provide one-on-one/extra help to students, or participate in small group activities with BSI teachers based on student need.
  - E. Students will be graded according to our district’s policy and procedures. The grading policy has not been amended. Parents may access their child’s grades through our student information system, OnCourse. Attendance for students during full-time remote learning will be taken. Special consideration will be given to students who may experience a high number of absences due to COVID-19 related illness. Students must participate in live online sessions/Google meetings, access online assignments and submit them to their teacher in order to get attendance credit. If students do not participate or submit their work, the teacher will reach out to the parent/guardian. If this happens again, the teacher will call home. If it happens a third time, administration will reach out to the parent and may request a virtual meeting to address the issue. If the student has an IEP, the CST will be involved in the process.
  - F. Students with disabilities will receive services according to their IEP. CST will conduct testing/evaluations on site by appointment. If needed, students may receive related services like OT on site following social distancing guidelines.

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G. To ensure proper benchmark/baseline testing is conducted appropriately and with fidelity, teachers may have students come on site for testing by appointment and following social distancing guidelines. This includes DRA testing for students who are unable to complete this testing virtually as well as ESI-R testing for preschool students.

A Day 1

	Morning Check-In (Virtual)	Home room	1	2	3	4	5	6	7	8	9	Afternoon Check-Out (Virtual)
	830-0840	910-920	920-1000	1000-1040	1040-1120	1120-1200	1200-1240	1240-120	120-200	200-240	240-320	320-330
PK3			PE					V				
PK4			BSI 1					V				
K				PE					BSI 2			
1				BSI 1						Tech/ESP		
2					PE					BSI 2		
3			3V	4						2V		
4				3					BSI 1			
5					Tech/ESP						BSI 2	
6										PE		
7									PE			
8							RR1				PE	
RR1							LD					
RR2												
PE			PK3	K	2		LD	LD	7H	6	8	
BSI 1			PK4	1	K V	1 V			4			

# RESTART & RECOVERY PLAN

BSI 2				4 V	5 V				K	2	5	
Tech/ESP					5		LD	LD		1		

A Day 2

	Morning Check-In (Virtual)	Home room	1	2	3	4	5	6	7	8	9	Afternoon Check-Out (Virtual)
	830-0840	910-920	920-1000	1000-1040	1040-1120	1120-1200	1200-1240	1240-120	120-200	200-240	240-320	320-330
PK3			BSI 1					V				
PK4			PE					V				
K				BSI 2					Tech/ESP			
1				PE					BSI 1			
2					BSI 2						Tech/ESP	
3			3 V			5			4	2 V		
4					PE				3			
5						3			PE			
6										Tech/ESP		
7									PE			
8							RR1				PE	
RR1							LD					
RR2												
PE			PK4	1	4		LD	LD	5	7	8H	



# RESTART & RECOVERY PLAN

BSI 1			PK3	K V	1 V				1			
BSI 2				K	2	4 V				5 V		
Tech/E SP							LD	LD	K	6	2	

B Day 1

	Morning Check -In (Virtual)	Home room	1	2	3	4	5	6	7	8	9	Afternoon Check -Out (Virtual)
	830- 0840	910- 920	920- 1000	1000- 1040	1040- 1120	1120- 1200	1200- 1240	1240- 120	120- 200	200- 240	240- 320	320- 330
PK3			PE					V				
PK4			BSI 1					V				
K				PE					BSI 2			
1				BSI 1					BSI 1			
2					PE					BSI 2		
3				RR1					Tech/ ESP			
4					BSI 2				PE			
5				BSI 2						BSI 1		
6										PE		
7									Tech/ ESP			
8							RR1				PE	
RR1				3			LD					
RR2												

# RESTART & RECOVERY PLAN

PE			Pk3	K	2		LD	LD	4	6	8	
BSI 1			PK4	1	K V	1 V			1	5	2 V	
BSI 2			3 V	5	4	4 V			K	2	5 V	
Tech/ ESP							LD	LD	3	7		

B Day 2

	Morning Check -In (Virtual)	Home room	1	2	3	4	5	6	7	8	9	Afternoon Check -Out (Virtual)
	830- 0840	910- 920	920- 1000	1000- 1040	1040- 1120	1120- 1200	1200- 1240	1240- 120	120- 200	200- 240	240- 320	320- 330
PK3			BSI 1					V				
PK4			PE					V				
K					BSI 1				BSI 2			
1				PE					BSI 1			
2					PE					BSI 2		
3				RR1							BSI 1	
4				BSI 2					Tech/ ESP			
5					BSI 2				PE			
6											PE	
7										PE		
8							RR1			Tech/ ESP		
RR1				3			LD					
RR2												

# RESTART & RECOVERY PLAN

PE			PK4	1	2		LD	LD	5	7	6H	
BSI 1			PK3	K V	K	1 V			1	2 V	3	
BSI 2			3 V	4	5	4 V			K	2	5 V	
Tech/ ESP							LD	LD	4	8		

## Virtual and Remote Learning

	Morn ing Chec k-In (Virt ual)	Hom eroo m	1	2	3	4	5	6	7	8	9	After noon Chec k-Out (Virt ual)
	830- 0840	910- 920	920- 1000	1000- 1040	1040- 1120	1120-1200	1200- 1240	1240- 120	120- 200	200- 240	240- 320	320- 330
PK3		Meetin g	Virtu al Lesso n 1	Office Hours	Offic e Hour s	Office Hours	Lunch	Offic e Hour s	Offic e Hour s			
PK4		Meetin g	Virtu al Lesso n 1	Office Hours	Offic e Hour s	Office Hours	Lunch	Offic e Hour s	Offic e Hour s			
K		Meetin g	Virtu al Lesso n 1	Office Hours	Offic e Hour s	Office Hours	Lunch	Offic e Hour s	Offic e Hour s			
1		Meetin g	Virtu al Lesso n 1	Office Hours	Offic e Hour s	Office Hours	Lunch	Offic e Hour s	Offic e Hour s			
2		Meetin g	Virtu al Lesso n 1	Office Hours	Offic e Hour s	Office Hours	Lunch	Offic e Hour s	Offic e Hour s			

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3		Meeting	Virtual Lesson 1	Virtual Lesson 2 3	Office Hours	Office Hours	Lunch	Office Hours	Office Hours			
4		Meeting	Virtual Lesson 1	Office Hours	Office Hours	Office Hours	Lunch	Office Hours	Office Hours			
5		Meeting	Virtual Lesson 1	Office Hours	Office Hours	Office Hours	Lunch	Office Hours	Office Hours			
6		Meeting	Virtual Lesson 1	Office Hours	Office Hours	Office Hours	Lunch	Office Hours	Office Hours			
7		Meeting	Virtual Lesson 1	Office Hours	Office Hours	Office Hours	Lunch	Office Hours	Office Hours			
8		Meeting	Virtual Lesson 1	Office Hours	Office Hours	Office Hours	Lunch	Office Hours	Office Hours			
RR1		Meeting	Office Hours	Virtual Lesson 2 5	Office Hours	Office Hours	Lunch	Office Hours	Office Hours			
RR2		Meeting	Virtual Lesson 1	Office Hours	Office Hours	Office Hours	Lunch	Office Hours	Office Hours			
PE		Meeting	Office Hours	Virtual Lesson 2 4	Office Hours	Office Hours	Lunch					
BSI 1		Meeting	Office Hours	Virtual Lesson 2 K	Office Hours	Office Hours	Lunch	Office Hours	Office Hours			

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BSI 2		Meeting	Office Hours	Virtual Lesson 1	Office Hours	Office Hours	Lunch	Office Hours	Office Hours			
Tech/ESP				Virtual Lesson 2								

## Instructional Time and Equality

PK			A	B	A	B	V				
			M	T	W	R	F				
	In Person		6	6	6	6	1				
	A/B		1	1	1	1	1				
	Remote		1	1	1	1	1				
			Daily x4	Weekly				Dailyx2	Weekly		
		Virtual A/E	1	4	160 m/w		Instruction A	7	14	560 m/w	
		Virtual F	1	1	40		Virtual F	1	1	40	
					200					600	
	Office Hours		200								
	1 hour a day is dev. appropriate for PK V										
K-5			A	B	A	B	V				
			M	T	W	R	F				
	In Person		6	6	6	6	2				
	A/B		2	2	2	2	2				

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	Remote		2/1	2/1	2/1	2/1	2				
			Remote Only				In-person				
			Daily x4	Weekly				Dailyx2	Weekly		
	Virtual A/F		3	12	480 m/w		Instruction A	6	12	480 m/w	
	Virtual F		2	8	160 m/w		Virtual F	2	8	160 m/w	
					640					640	
	Office Hours			200	840 m/w Inst.		Office Hours		200	840 m/w Inst.	
6-8			A	B	A	B	V				
			M	T	W	R	F				
	In Person		7	7	7	7	1				
	A/B		1	1	1	1	1				
	Remote		8	8	8	8	1				
			Remote Only				In-person				
			Daily x4	Weekly				Dailyx2	Weekly		
	Virtual A/F		8	16	640		Instruction A	8	16	640	
	Virtual F		1	1	40		Virtual F	1	1	40	
					720					720	
	Office Hours			200			Office Hours		200		
					920 m/w Inst.					920 m/w Inst.	

		830-0840	9:10-9:20	9:20-10:00	10:00-10:40	10:40-11:20	11:20-12:00	12:00-12:40	12:40-1:20	1:20-2:00	2:00-2:40	2:40-3:20	3:20-3:30
		<b>Check-In</b>	<b>H.R.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Check-Out</b>

# RESTART & RECOVERY PLAN

MON A Day	PK3	Online (9:10-9:20)	Virtual	Virtual			Lunch					Online (3:20 - 3:30)
	PK4	Online (9:10-9:20)	Virtual	Virtual			Lunch					Online (3:20 - 3:30)
	K	Online (9:10-9:20)	BS1	ELA		PE	Lunch		Math	SS		Online (3:20 - 3:30)
	1	Online (9:10-9:20)		ELA	BS1		Lunch		SS	Math		Online (3:20 - 3:30)
	2	Online (9:10-9:20)		BS1	ELA		Lunch		SS	Math		Online (3:20 - 3:30)
	3	Online (9:10-9:20)	ELA	BSI2			Lunch	Math	SS			Online (3:20 - 3:30)
	4	Online (9:10-9:20)		ELA	BSI2		Lunch		Math	SS		Online (3:20 - 3:30)
	5	Online (9:10-9:20)			ELA	BSI2		Lunch		SS	Math	Online (3:20 - 3:30)
	6	Online (9:10-9:20)	SCI				Lunch				PE	Online (3:20 - 3:30)
	7	Online (9:10-9:20)	SS				Lunch					Online (3:20 - 3:30)
	8	Online (9:10-9:20)	Math				ELA	Lunch		PE		Online (3:20 - 3:30)
	RR1						ELA	Lunch				
	RR2							Lunch				
	PE					k	Lunch			7H	6	
	BS1		k	2	1		Lunch					
	BSI2			3	4	5		Lunch				
TUE A Day	PK3	Online (9:10-9:20)	Virtual	Virtual			Lunch					Online (3:20 - 3:30)

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	PK4	Online (9:10-9:20)	Virtual	Virtual				Lunch					Online (3:20 - 3:30)
	K	Online (9:10-9:20)	BS11	ELA				Lunch		Math	SS		Online (3:20 - 3:30)
	1	Online (9:10-9:20)		ELA	PE	BS11		Lunch		Math	SS		Online (3:20 - 3:30)
	2	Online (9:10-9:20)		BS11	ELA			Lunch			SS	Math	Online (3:20 - 3:30)
	3	Online (9:10-9:20)	ELA	BSI2				Lunch	Math	SS			Online (3:20 - 3:30)
	4	Online (9:10-9:20)			ELA	BSI2		Lunch		Math	SS		Online (3:20 - 3:30)
	5	Online (9:10-9:20)			BSI2	ELA		Lunch			Math	SS	Online (3:20 - 3:30)
	6	Online (9:10-9:20)	6th Grade Science		7th Grade Science	7th Grade Writing	6th Grade ELA	Lunch		8th Grade Science		PE	Online (3:20 - 3:30)
	7	Online (9:10-9:20)	7th Grade SS	7th Grade ELA				Lunch		6th Grade SS	6th Grade Writing		Online (3:20 - 3:30)
	8	Online (9:10-9:20)	8th Grade Math Whole Group		6th Grade Math Whole Group		ELA	Lunch		7th Grade Math Whole Group	PE		Online (3:20 - 3:30)
	RR1						ELA	Lunch					
	RR2							Lunch					
	PE				1			Lunch			7	8H	
	BS11		k	2		1		Lunch					
	BSI2			3	5	4		Lunch					
	WED Remote	PK3	Online (9:10-9:20)	Virtual	Virtual			Lunch	PE				Online (3:20 - 3:30)
		PK4	Online (9:10-9:20)	Virtual	Virtual			Lunch					Online (3:20 - 3:30)





# RESTART & RECOVERY PLAN

	K	Online (9:10-9:20)	BS11	ELA			Lunch		Math	SCI		Online (3:20 - 3:30)
	1	Online (9:10-9:20)		ELA	BS11		Lunch		Math	SCI		Online (3:20 - 3:30)
	2	Online (9:10-9:20)	PE	BS11	ELA		Lunch		SCI	Math		Online (3:20 - 3:30)
	3	Online (9:10-9:20)		ELA	BSI2		Lunch		Math	SCI		Online (3:20 - 3:30)
	4	Online (9:10-9:20)		BSI2	ELA		Lunch			SCI	Math	Online (3:20 - 3:30)
	5	Online (9:10-9:20)		ELA		BSI2	LUNCH	PE	Math			Online (3:20 - 3:30)
	6	Online (9:10-9:20)	6th Grade Science	6th Grade ELA	7th Grade Science	7th Grade Writing	Lunch	8th Grade Science			PE	Online (3:20 - 3:30)
	7	Online (9:10-9:20)	7th Grade SS	7th Grade ELA	8th Grade SS		Lunch	6th Grade SS	6th Grade Writing			Online (3:20 - 3:30)
	8	Online (9:10-9:20)	8th Grade Math Whole Group		6th Grade Math Whole Group		ELA	Lunch	7th Grade Math Whole Group			Online (3:20 - 3:30)
	RR1						ELA	Lunch				
	RR2							Lunch				
	PE		2				Lunch	5			6H	
	BS11		k	2	1		Lunch					
	BSI2			4	3	5		Lunch				
<b>FRI B Day</b>	PK3	Online (9:10-9:20)	Virtual	Virtual			Lunch					Online (3:20 - 3:30)
	PK4	Online (9:10-9:20)	Virtual	Virtual			Lunch	PE				Online (3:20 - 3:30)
	K	Online (9:10-9:20)	BS11		ELA		Lunch		Math	SCI		Online (3:20 - 3:30)



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## Appendix O

### Staffing

This school district should include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

#### I. Staffing

A. Surveys were conducted to determine staffing needs related to medical concerns, staff in the high-risk category and anyone with childcare issues related to COVID-19

1. Results indicated that 23% of staff were unsure of their intent to return at the time of the survey
2. Information was provided to staff regarding their rights for FFCRA leave. Formal requests were made for information related to FFCRA leave.
  - a. Contingency plans in place for substitute coverage related to childcare issues or illness.
  - b. All substitutes were surveyed to determine their availability for the fall. A master list will be available to use when contacting substitutes for coverage.

#### B. Roles and responsibilities

1. Administration will oversee all aspects of this plan and ensure it is being implemented with fidelity. Instructional programming for in-person and remote learning will be closely monitored.
2. Teachers will provide standards-based instruction for in-person and remote learning and ensure equitable learning opportunities are provided for both programs. Teachers will communicate with parents and keep them informed throughout the year.
3. Instructional assistants will provide support to teachers and students as assigned.
4. Educational service professionals will perform all duties as assigned. School nurse will remain in close contact with the DOH and school physician throughout the duration of the plan.

C. Schedules for school personnel will be adjusted as needed to maintain educational stability for students.

#### D. Flexibilities

1. Mentoring will be provided as needed. At this time, no teachers will need mentoring.

E. Educator Evaluation will be conducted as required by state guidance.

F. The district will recognize any waivers related to teacher certification.

# RESTART & RECOVERY PLAN

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## II. In-person and Hybrid Learning Environments

- A. Schedules will be developed to address supervision during arrival, dismissal, restroom breaks, and hallway transitions.
- B. Cleaning and disinfecting will take place following a strict schedule during in-person learning.
- C. Teachers and aides will regularly review social distancing protocols with students to ensure they understand the requirements and mandates. Signage will be hung to support this reinforcement.
- D. A hybrid and remote learning plan will be developed and communicated to students, parents, and teachers and will be overseen by the supervisor of curriculum and instruction to ensure continuity of education as well as health and safety as the priority.
- E. Assessments will be conducted to determine the academic levels of students and to determine supports that need to be put in place.
- F. Administration will oversee all elements of staffing and conduct evaluations in a safe manner, promote effective communication between teachers, parents and students, and review/update this plan as needed to address health and safety concerns.
- G. Educational service professionals will provide services to students both in-person and remotely as needed.
- H. Support staff will be utilized to assist with the educational program as directed by administration.
- I. Supervisor of Curriculum and Instruction will maintain accurate inventory of devices, provide support to staff, parents, and students, and maintain all district digital accounts, usernames, and passwords and ensure this information is updated and available at all times.
- J. The district will not have any student teachers during this time.
- K. Professional development and support will be given to staff to effectively implement digital learning. Roles and responsibilities for staff will be communicated as needed including methods of accountability.
- L. SEL supports will be in place for students and staff.

# RESTART & RECOVERY PLAN

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## **Appendix P**

### **Athletics**

This school district should include in Appendix P the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.7.

Not Applicable. We do not participate in Athletics.

# RESTART & RECOVERY PLAN

## Appendix Q

### Remote Learning

This school district should include in Appendix Q the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance for remote learning.

The district will adopt a formal policy on Remote Learning, Policy # 6173.1

#### REMOTE LEARNING Policy 6173.1

In response to State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, the board shall provide in-person, fully virtual and hybrid learning opportunities for all students. The board of education shall support a program of in-person, fully virtual and hybrid learning that:

- A. Prioritizes the health, safety, and wellness of students and staff;
- B. Maintains the continuity of learning;
- C. Facilitates equity and ease of access to communications and resources;
- D. Flexibly accommodates the needs and varying circumstances of all learners;
- E. Incorporates educators, students, parents/guardians, board members and other community members into the entire analysis and planning cycle.

The virtual learning program may consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing information that require interaction with others to occur at the same time (i.e., online classrooms, interactive webinars, videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., forums, blogs, email, website links, etc.).

The length of the school day for in-person, fully virtual and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. District policy 5113 Attendance, Absences and Excuses shall apply and attendance shall be recorded in all educational programs. The attendance and instructional contact time shall accommodate opportunities for both

# RESTART & RECOVERY PLAN

synchronous and asynchronous instruction and ensure that the requirements for a 180-day school year are met.

## Additional Anticipated Minimum Standard

The New Jersey Department of Education (NJDOE) Anticipated Minimum Standard provides that, in addition to the methods and considerations explicitly referenced in the NJDOE guidance, *The Road Back: Restart and Recovery Plan for Education*, for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and the district shall accommodate, requests for full time remote learning. Such requests may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the district's reopening plan.

### A. Unconditional Eligibility for Full-Time Remote Learning

All students shall be eligible for full-time remote learning. Eligibility shall not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend school in-district or are placed at receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

### B. Procedures for Submitting Full-Time Remote Learning Requests

Recognizing that planning is required in order to provide continuity in the student's educational program and arranging the appropriate staff and resources, a family/guardian shall submit a request for full-time remote learning, including requests to begin the school year receiving full-time remote learning and requests to transition from in-person or hybrid services to full-time remote learning during the school year. Procedures for submitting the request are as follows:

1. The request shall be submitted to the principal at least 14 days before the start of the semester;
2. Requests shall be approved 7 days after the receipt of the request;
3. Questions and concerns may be directed to the principal or his or her designee;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning:



# RESTART & RECOVERY PLAN

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- a. Verification of the technology necessary to receive remote instruction (including camera and speaker capability) and assurance that the student will have access to the device for the length of the school day;
- b. Verification of internet access and/or Wi-Fi sufficient to receive remote instruction;

Families/guardians having limited access to equipment or the internet shall inform the principal or his or her designee. The district shall make a reasonable effort to support the remote instruction by facilitating services and/or providing equipment.

5. For students with disabilities, the district shall determine if an IEP meeting or an amendment to a student's IEP is needed for full-time remote learning.
6. Families/guardians shall submit a request according to the procedures above for transitioning their student from in-person or hybrid delivery to full-time remote delivery;
7. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or tele conferences) during the transition period;
8. School teachers, administrators and other school staff shall endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district's remote learning option.

Upon satisfaction of these minimum procedures, the district shall approve the student's full-time remote learning request.

## C. Scope and Expectations of Full-Time Remote Learning

A student participating in the board's full-time remote learning option shall be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes but is not limited to:

1. Access to standards-based instruction of the same quality and rigor as that afforded all other students of the district;
2. The district shall make its best effort to ensure that every student participating in remote learning has access to the requisite educational technology;
3. Special education services and related services shall be provided to the greatest extent possible.

## D. Procedures to Transition from Full-Time Remote Learning to the In-Person Educational Program

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A student shall be eligible to transition to the in-person educational program. This will allow families/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction. The family/guardian shall submit a request to transition from full-time remote learning to the in-person educational program according to the following procedures:

1. The request shall be submitted to the principal at least 14 days before the start of the semester. The principal may consider requests submitted during the semester on a case by case basis;
2. Requests shall be approved 7 days after the receipt of the request;
3. Questions and concerns may be directed to the principal or his or her designee;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's in-person educational program, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of a successful transition to the in-person education program:
  - a. Summary of synchronous and asynchronous learning opportunities successfully completed;
  - b. Summary of synchronous and asynchronous learning opportunities still working through;
  - c. The student shall submit to the COVID screening process upon reentry to the school;
5. Students transitioning to the in-person educational program may be required to submit to an academic assessment prior to being placed in a class. Remediations shall be provided for students that need them;
6. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or teleconferences) during the transition period.

## E. Procedures for Communicating District Policy with Families

Teaching staff members and administrators shall provide clear and frequent communication with families/guardians, in their home language, and shall ensure that communication opportunities are as readily accessible as possible. Communication shall include but shall not be limited to, information regarding:

1. Summaries of, and opportunities to review, the district's full-time remote learning policy and attendance policy;
2. Procedures for submitting full-time remote learning requests;
3. Scope and expectations of full-time remote learning;

# RESTART & RECOVERY PLAN

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4. Procedures for transition from full-time remote learning to in-person services and vice-versa;
5. The district's procedures for ongoing communication with families and for addressing families' questions or concerns:
6. Teaching staff members who are teaching remote classes shall have office hours to address questions and concerns. Teachers shall notify the families/guardians of their students regarding the time of the office hours and the method of contact (email, text, video or teleconference).

## F. Reporting

To evaluate full-time remote learning, and to continue providing meaningful guidance for districts, the New Jersey Department of Education (NJDOE) may require districts to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners. The chief school administrator shall ensure that such reports are completed efficiently.

# RESTART & RECOVERY PLAN

## Appendix R

### Technology and Connectivity

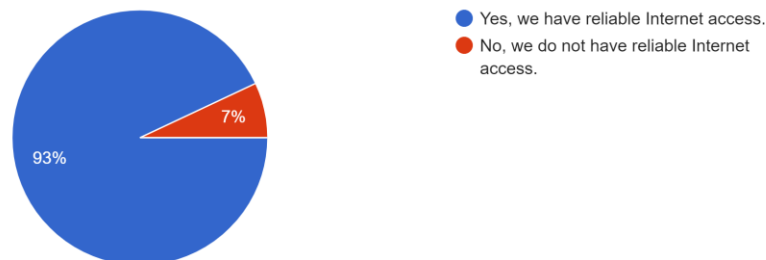
This school district should include in Appendix R the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance for technology and connectivity.

A needs assessment/survey was conducted to determine what families have connectivity issues and whether they need to borrow a device for use during remote learning days. We are working in conjunction with T-Mobile and the Cumberland County Board of Chosen Freeholders to supply families with what they need for remote learning.

Survey results were as follows:

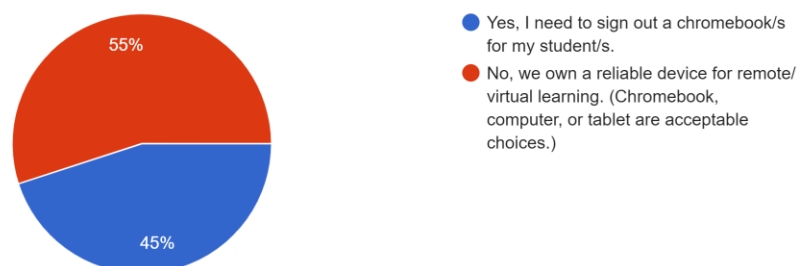
If you selected either Option 1 or Option 2, do you have reliable Internet access for your student/s to complete their remote/virtual lessons?

100 responses



If you selected either Option 1 or Option 2, do you need the school to provide a chromebook for remote/virtual learning? Please note that phones are acceptable when signing out a district device.

100 responses



# RESTART & RECOVERY PLAN

## Appendix S

### Policy and Funding

This school district should include in Appendix S the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance for policy and funding.

#### 1. Policy

- a. New policies for adoption
  1. 2111.6 Reopening School Following a Pandemic
  2. 2111.65 Contact Tracing and Screening
  3. 6173.1 Remote Learning
- b. Revisions impacted by COVID-19
  1. 1250 Visitors
  2. 3510 Operation and Maintenance of Plant
  3. 3541.33 Transportation Safety
  4. 5113 Attendance, Absences, and Excuses
  5. 5141.2 Illness
  6. 5141.3 Health Examinations and Immunizations

#### 2. Funding

- a. All funding sources will be considered to account for additional expenses and budgetary needs during this time. We will apply for any new grant monies/funding sources that become available.
- b. CARES Act funding has been used to purchase additional chromebooks and PPE for staff.
- c. Digital Divide Grant money has been designated for hot spots and additional chromebooks.

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## Appendix T

### Special Education and Related Services

This school district should include in Appendix T the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance for special education and related services.

1. Ensuring delivery of special education and related services to students with disabilities
  - a. All students with IEPs will have the option of attending on a hybrid or fully remote schedule. We will assess the conditions after the first month of attendance and determine the feasibility of having all IEP students attend 4 days per week.
  - b. ESY will be provided/offered to all students as outlined in their IEP.
  - c. Related services will be provided both in-person and virtually. Related service providers will analyze caseloads to determine the best possible therapy for each student. Students who are able to receive their services via teletherapy will receive services during an agreed upon time with the student, therapist, and parent.
  - d. Child Study Team members will continue the special education process both in-person and virtually. Evaluation determination meetings, eligibility meetings, IEP meetings, and any other meetings that require a group of stakeholders to be present will be done virtually. Child Study Team members will be available each day and will complete assessments and case management. CST members may conduct evaluations/testing in-person to determine student eligibility for an IEP and/or any related services. PPE and social distancing measures will be in place during any in-person interactions.

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## Appendix U

### Curriculum, Instruction, and Assessment

This school district should include in Appendix T the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance for curriculum, instruction, and assessment.

- a. All curriculum materials and lessons provided both in-person and virtually will be aligned to the NJSLS. Both synchronous and asynchronous learning opportunities will be provided to students based on their plan for learning. Teachers will be expected to create a set of emergency lesson plans for in-person and remote learning in case of a prolonged, unexpected absence.
- b. Teachers, parents, and students will be provided with information on expectations for both learning plans at the start of the school year. Teachers will be assigned to meet virtually with all remote students on a daily basis for a set amount of time to provide live lessons and support to those learning at home. Attendance will be taken daily based on district policy.

A plan will be put in place to address lack of attendance/participation/work completion for students working remotely. This plan will be communicated to parents at the start of the school year.

- c. Students will be assessed to determine where they are academically and to target areas of learning loss that may have occurred during the period of school closure in the spring. Classroom teachers will work in conjunction with BSI and Special Education teachers to address these areas. Referrals to the I&RS Committee and/or CST will be recommended as needed. Remediation plans will be put in place to address learning gaps for ELA and math.
- d. Professional Development will be planned to support the needs of teachers in the areas of hybrid/virtual learning, online platforms to support remote education, COVID-19 overview and preparedness, ELA Curriculum support, and any other relevant topic that surfaces as a need.
- e. Mentoring will be conducted as needed per DOE requirements.

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f. All teacher evaluations will be conducted in accordance with the procedures and requirements outlined by the DOE. Waivers and flexibility will be given per the direction of the DOE.

g. Career and Technical Education (CTE)

Not applicable



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## Appendix V

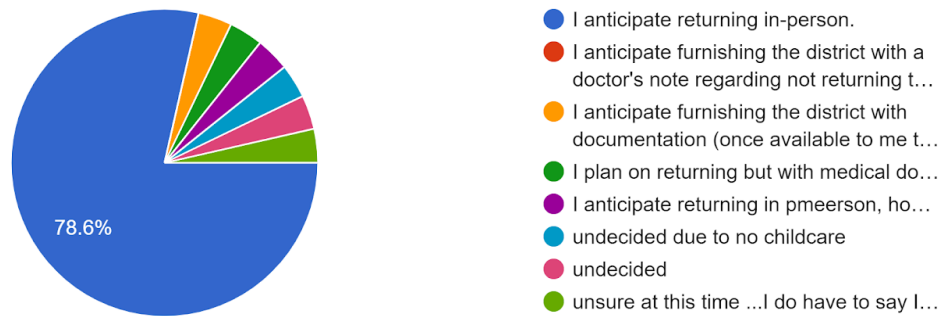
### Survey Results

Surveys were conducted throughout the planning process to obtain data related to reopening of school. This information is summarized below, including results.

#### Return to School 2020 Staff Survey

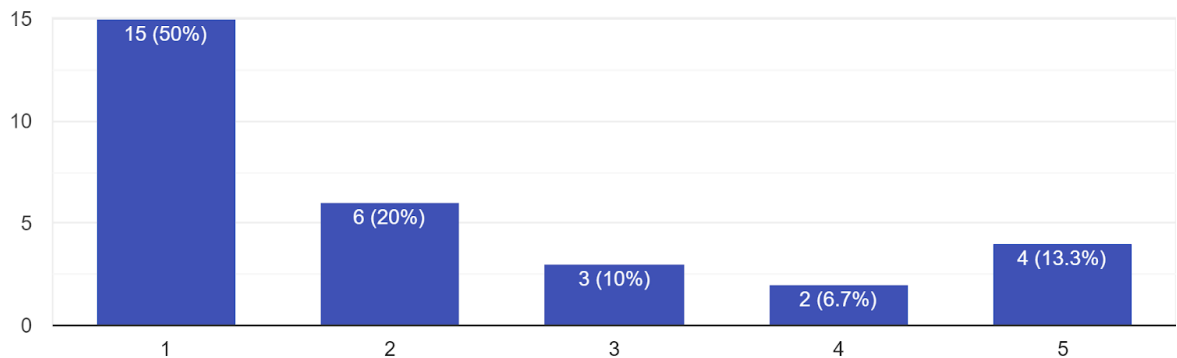
Which statement captures your status relative to returning to work in the Fall 2020?

28 responses



Maintaining 6-foot separation between students.

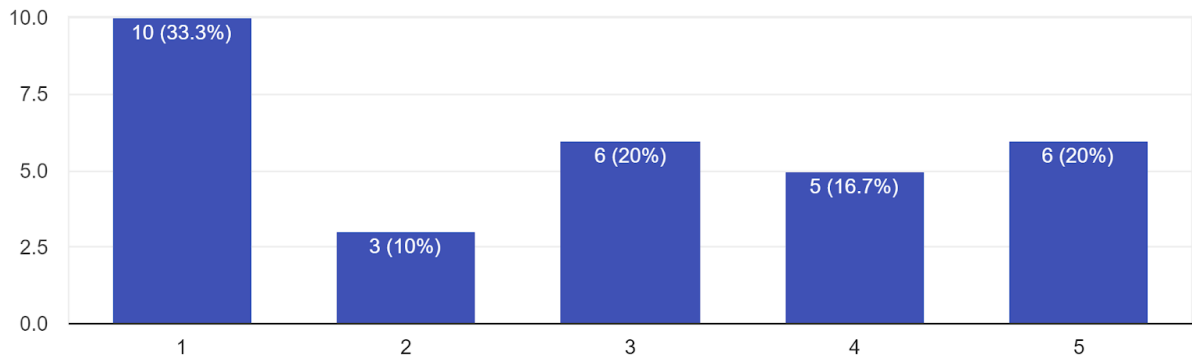
30 responses



# RESTART & RECOVERY PLAN

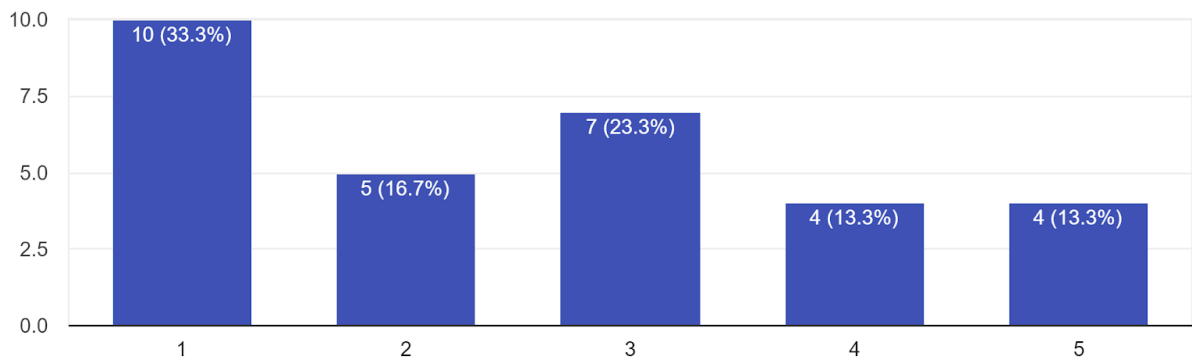
Serving meals in classrooms instead of cafeterias.

30 responses



Maintain static students and staff grouping to the greatest extent possible to restrict mixing across groups.

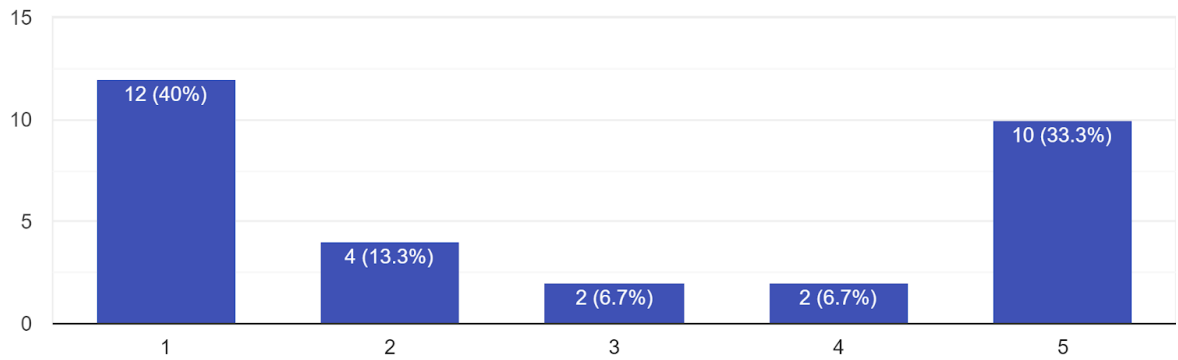
30 responses



# RESTART & RECOVERY PLAN

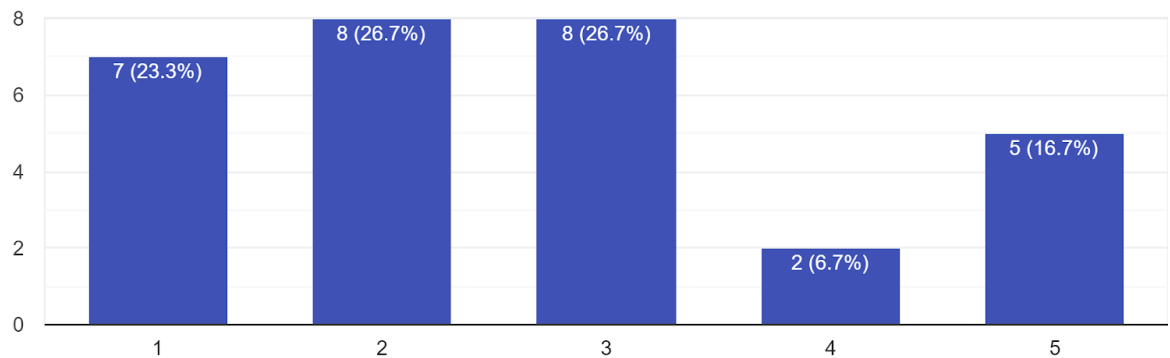
Daily temperature checks of the students and staff.

30 responses



Staggered arrival and drop-off times and locations by grade.

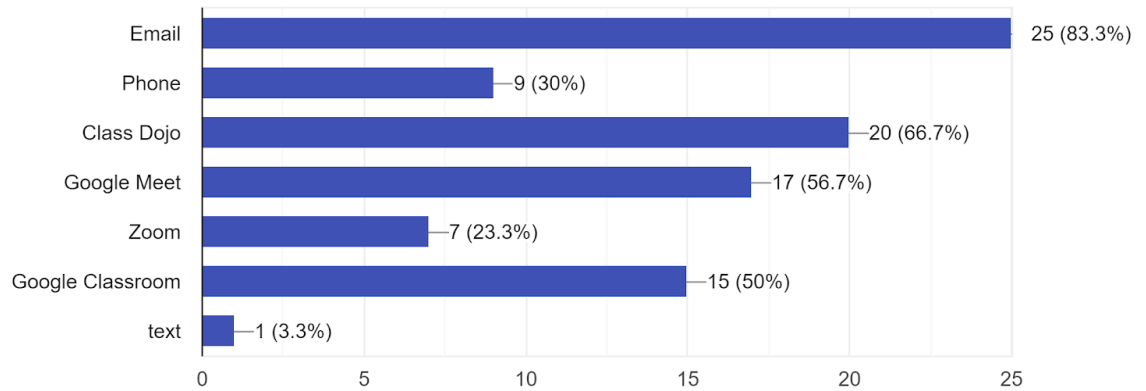
30 responses



# RESTART & RECOVERY PLAN

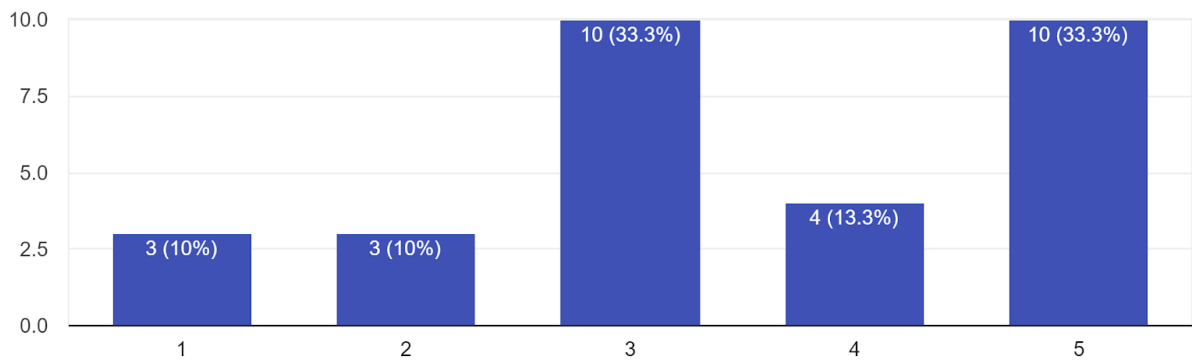
Which of the following modes of communication did you find useful?

30 responses



How would you describe your social and emotional well-being throughout the distance learning experience?

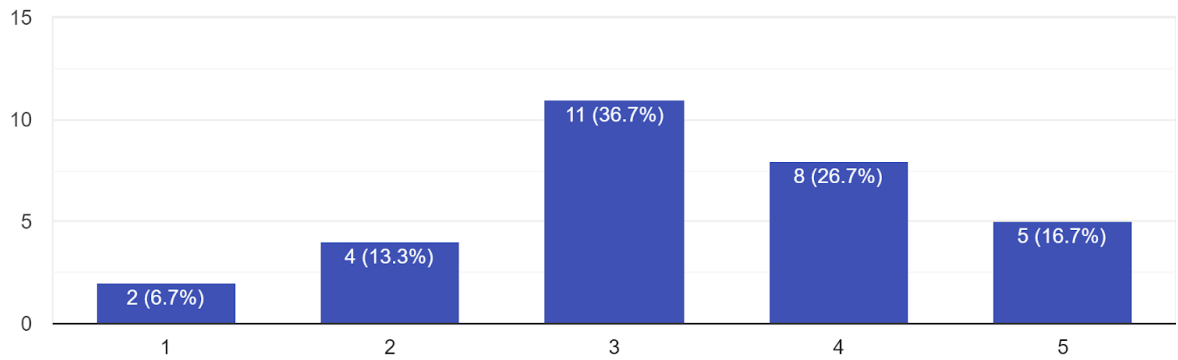
30 responses



# RESTART & RECOVERY PLAN

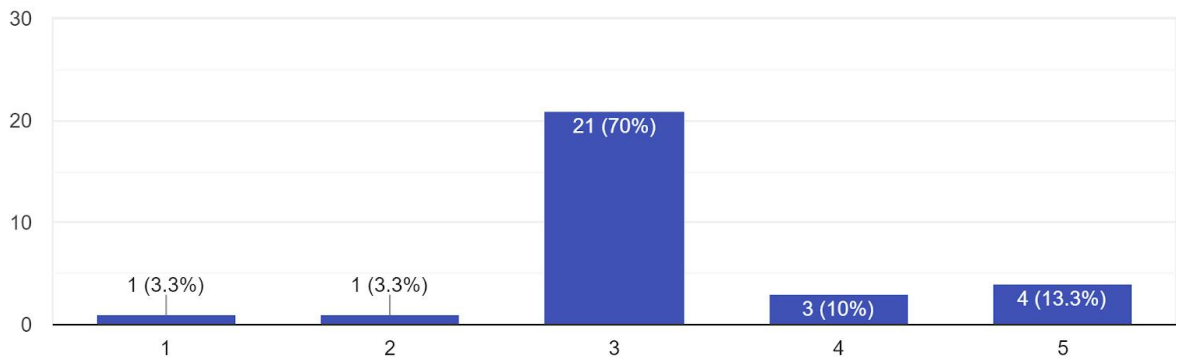
How would you rate the majority of your students' level of participation during distance learning?

30 responses



How would you rate the number of required assignments for your students?

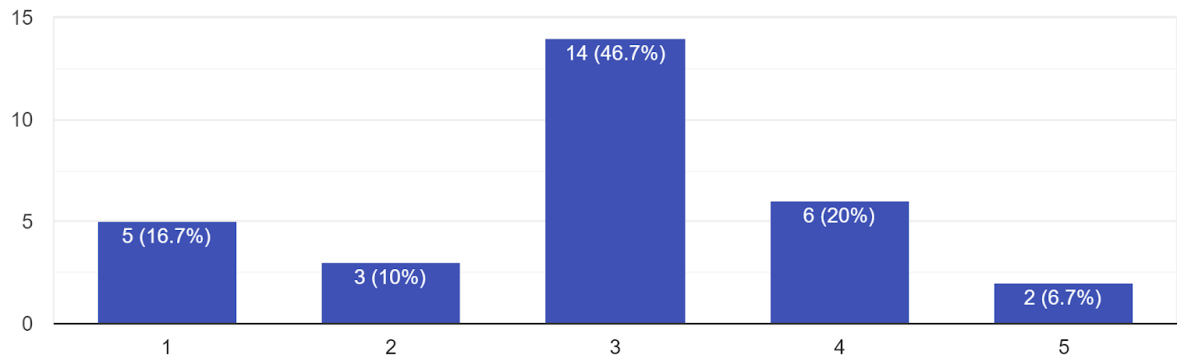
30 responses



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How would you rate your students' academic progress during distance learning?

30 responses



## Return to School Survey #2 for Parents/Guardians 7-28-20

At this time, we are NOT offering full-time (5 days/week) in-person instruction due to health and safety concerns related to COVID-19. However, if th...ts full-time if masks had to be worn all day long?

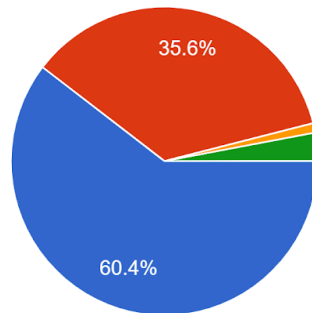
101 responses



# RESTART & RECOVERY PLAN

Two options will be offered as choices for September. Option 1: Hybrid learning. This will consist of students being divided into 2 groups, Group A and Gr... for students to receive credit for virtual days.)

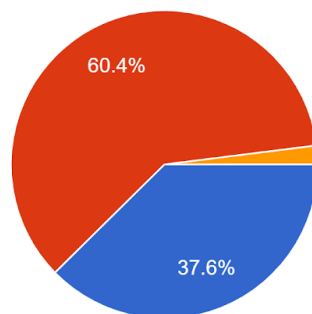
101 responses



- I choose Option 1, the hybrid learning option for my student/s in September. I understand that my student/s will atte...
- I select Option 2, full-time remote learning. I understand that my student/s will work from home virtually 5 days p...
- My family is moving before school starts so my student/s will not be attending...
- I plan to disenroll my student/s and homeschool them in September. I und...

If you selected Option 1, the hybrid learning option above, what is your plan for transportation for your student/s? This information will help us plan ... are possible on the bus based on seating capacity.

101 responses

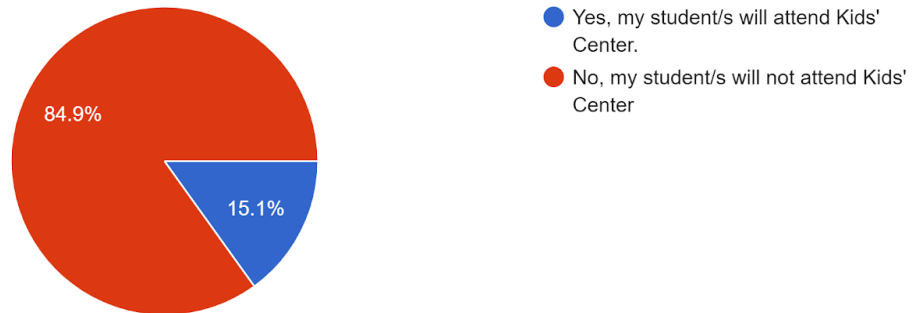


- My student/s will be riding the bus to school. I understand that masks will be required on the bus at all times.
- My student/s will NOT ride the bus to school this year. They will be transported to and from school at the side door.
- My student/s walk to school.

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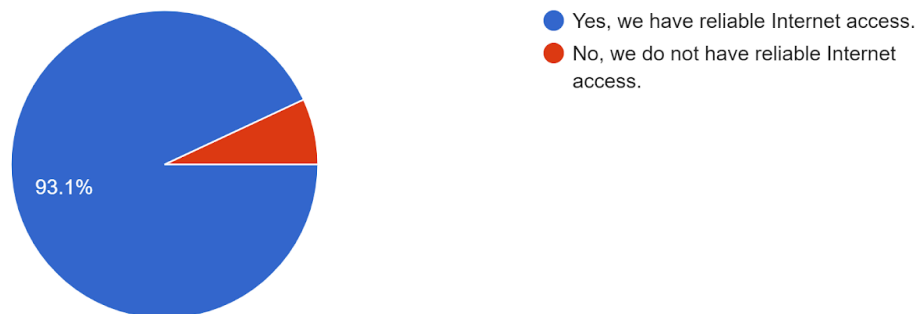
At this time, do you intend to send your student/s to Kids' Center after school on their in-person learning days?

93 responses



If you selected either Option 1 or Option 2, do you have reliable Internet access for your student/s to complete their remote/virtual lessons?

101 responses

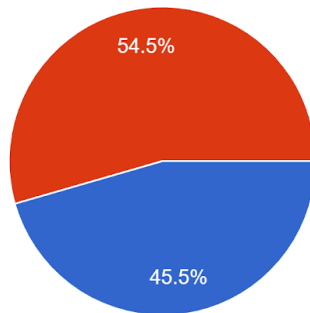




# RESTART & RECOVERY PLAN

If you selected either Option 1 or Option 2, do you need the school to provide a chromebook for remote/virtual learning? Please note that phones ar...logy Contract when signing out a district device.

101 responses

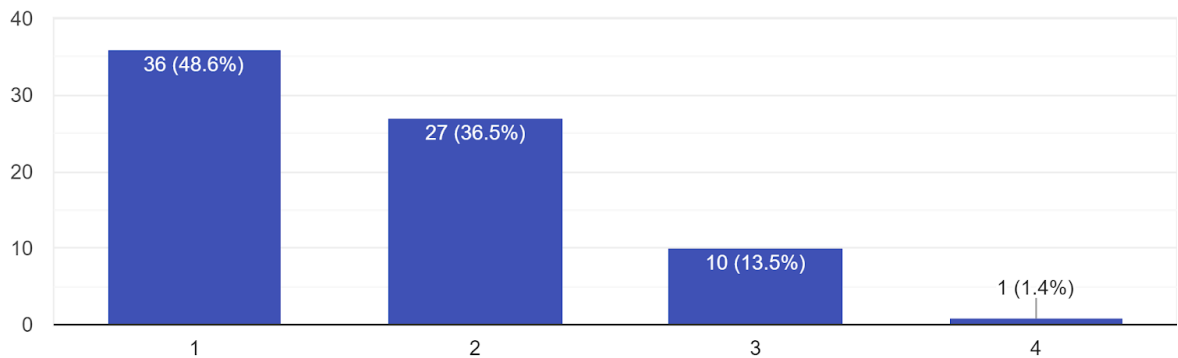


- Yes, I need to sign out a chromebook/s for my student/s.
- No, we own a reliable device for remote/virtual learning. (Chromebook, computer, or tablet are acceptable choices.)

## Return to School Survey #1 for Parents/Guardians 7-9-20

How many students will you have attending Downe Township School in the 2020-2021 school year?

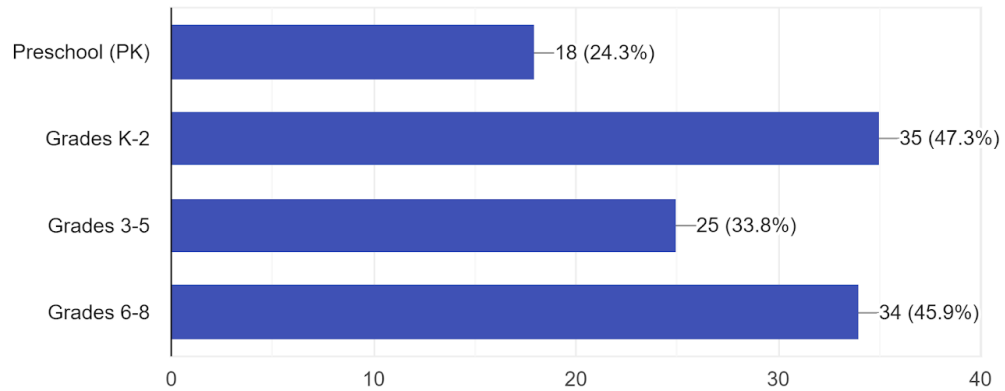
74 responses



# RESTART & RECOVERY PLAN

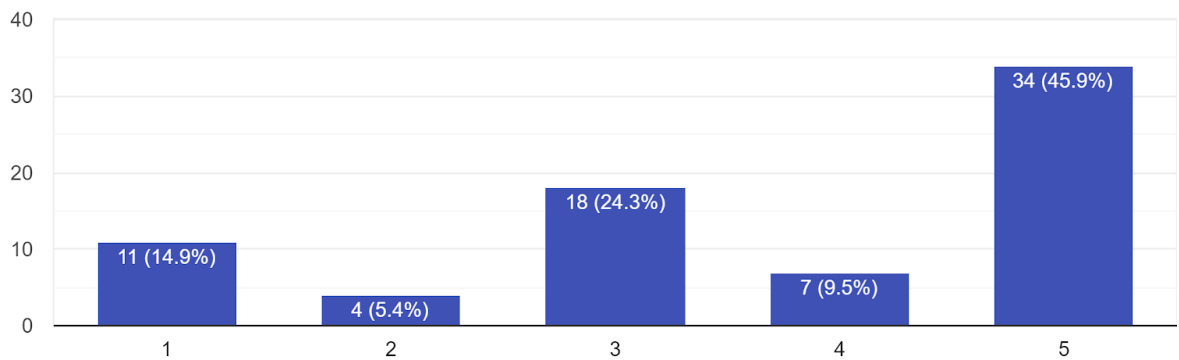
Please select the grade level for 2020-2021 school year. Check all that apply

74 responses



If the district reopened with traditional face-to-face school with health and safety rules in place, how likely are you to send your child to school?

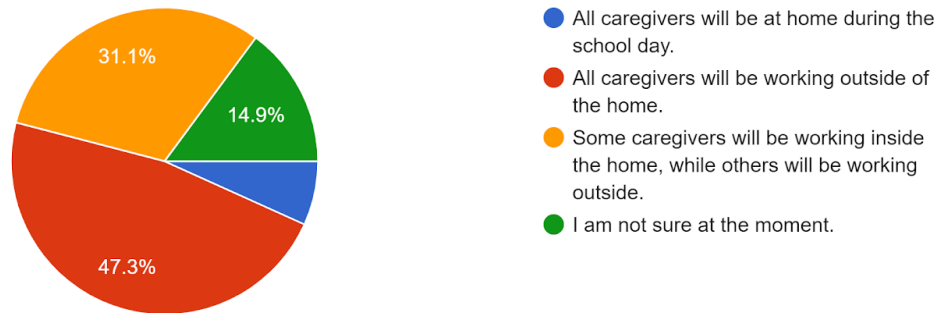
74 responses



# RESTART & RECOVERY PLAN

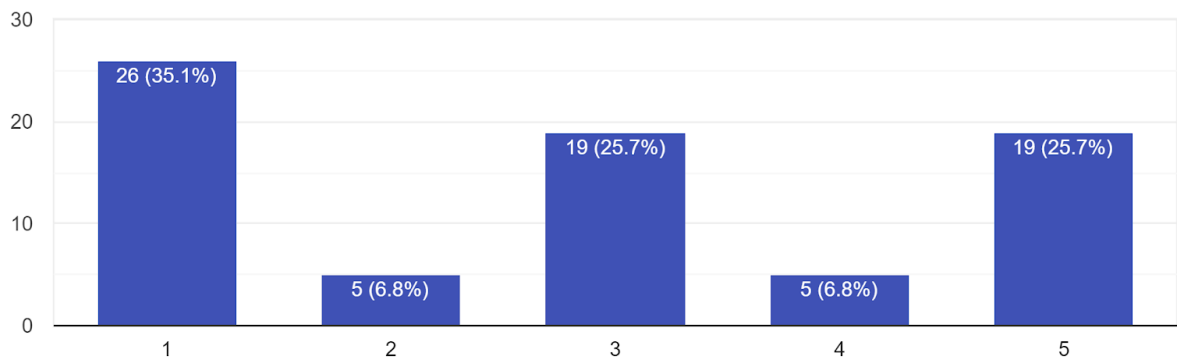
What do you foresee will be your household work/childcare arrangement for Fall 2020?

74 responses



If the district reopened with traditional face-to-face school with health and safety rules in place, how likely are you to send your child on the bus?

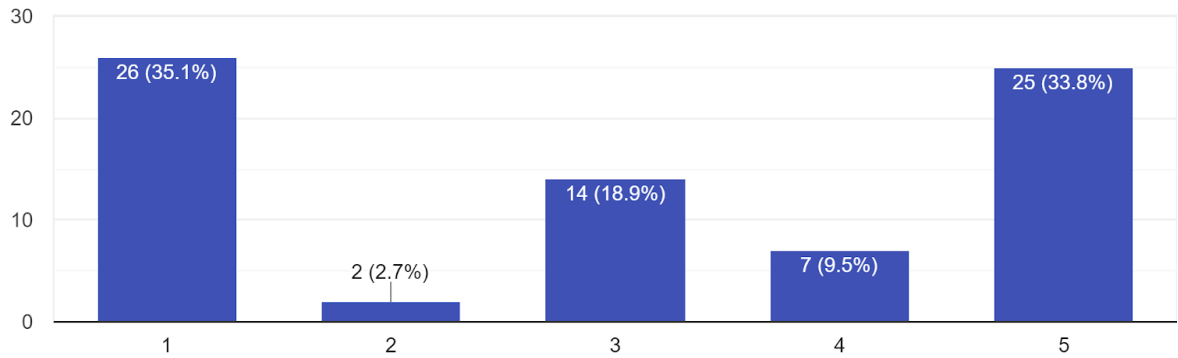
74 responses



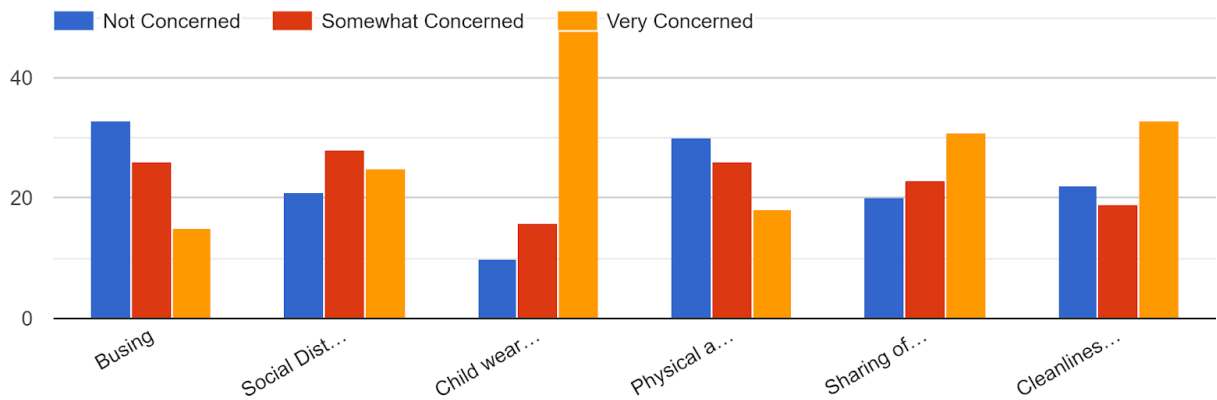
# RESTART & RECOVERY PLAN

If the district reopened with traditional face-to-face school with health and safety rules in place, how likely are you to send your child to Kids Center?

74 responses



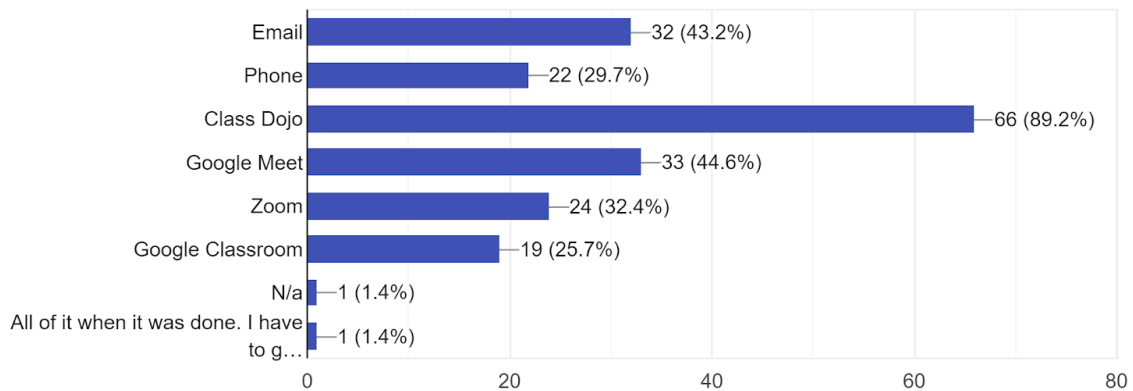
What is your top concern with your child returning to face-to-face schooling?



# RESTART & RECOVERY PLAN

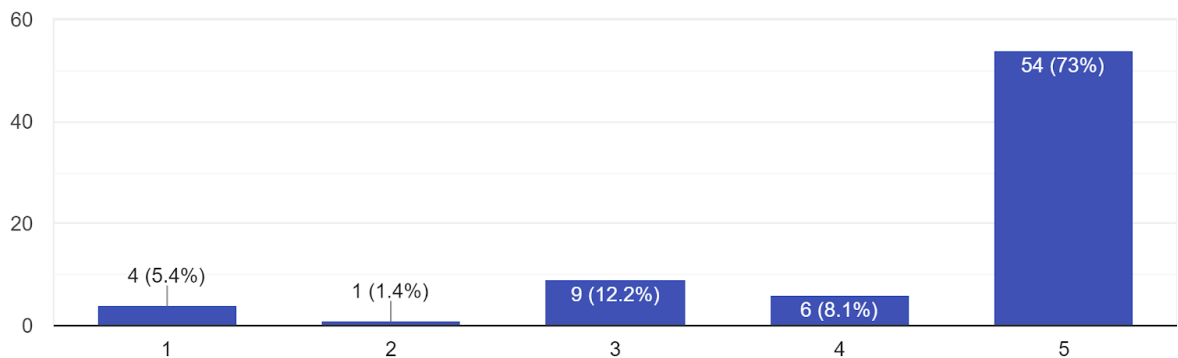
Which of the following modes of teacher communication did you find useful?

74 responses



In the event of distance learning, how would you describe your internet availability/connectivity at home?

74 responses



# RESTART & RECOVERY PLAN

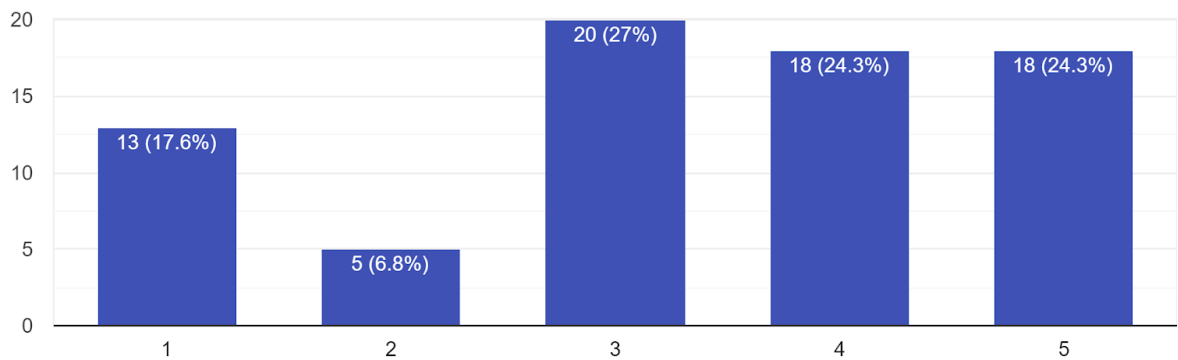
In the event of distance learning, please indicate your need for a school-issued chromebook.

74 responses



How would you describe your student's social and emotional well-being throughout the distance learning experience?

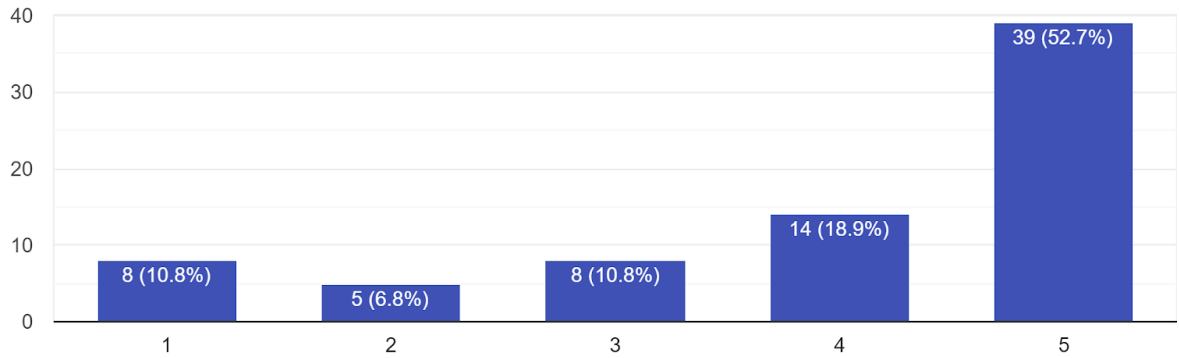
74 responses



# RESTART & RECOVERY PLAN

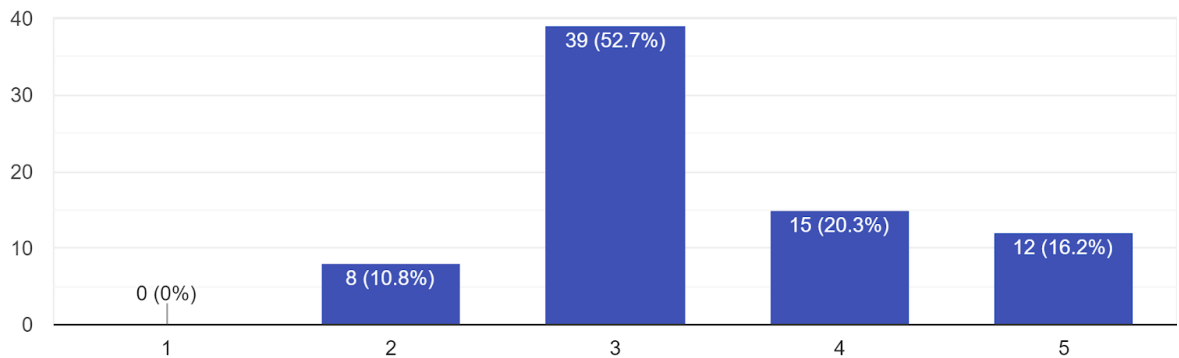
How would you rate the majority of your students' level of participation during distance learning?

74 responses



How would you rate the number of required assignments for your student?

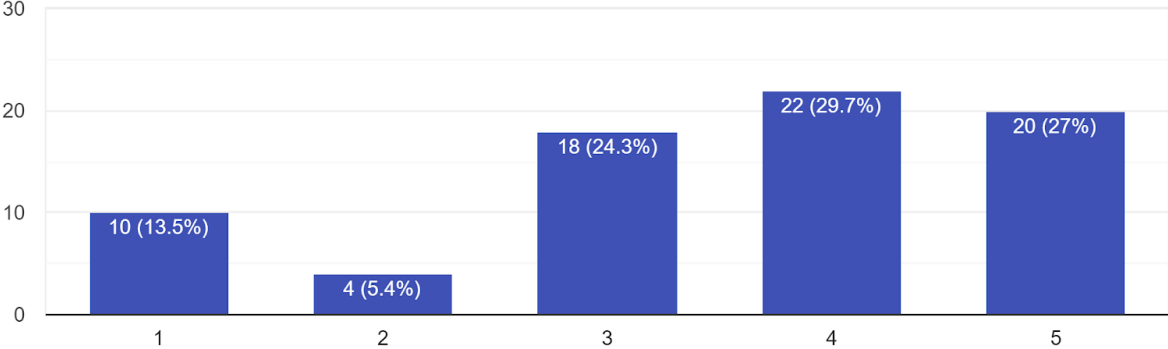
74 responses



# RESTART & RECOVERY PLAN

How would you rate your students' academic progress during distance learning?

74 responses





# RESTART & RECOVERY PLAN

## CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46">https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46</a>
	Childcare, Schools, and Youth Programs	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html</a>
	People Who Are at Increased Risk for Severe Illness	<a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	<a href="https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief">https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief</a>
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	<a href="https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance">https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance</a>
	When and How to Wash Your Hands	<a href="https://www.cdc.gov/handwashing/when-how-handwashing.html">https://www.cdc.gov/handwashing/when-how-handwashing.html</a>
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	<a href="https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana">https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana</a>
	What Bus Transit Operators Need to Know About COVID-19	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html">https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html</a>
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf</a>
	Handwashing (Printable Posters)	<a href="https://www.cdc.gov/handwashing/posters.html">https://www.cdc.gov/handwashing/posters.html</a>
Critical Area of Operation #5	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>

# RESTART & RECOVERY PLAN

Section	Title	Link
	COVID-19: Information for Schools	<a href="https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml">https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml</a>
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	<a href="https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf">https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf</a>
	Guidance for Child Care Programs that Remain Open	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html</a>
	General Business Frequently Asked Questions	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html">https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html</a>
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	<a href="https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf">https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf</a>
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	<a href="https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus">https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus</a>
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	<a href="https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf">https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf</a>
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>
	RTI Action Network	<a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	<a href="https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf">https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf</a>
Wraparound Supports	SHAPE	<a href="http://www.schoolmentalhealth.org/SHAPE/">http://www.schoolmentalhealth.org/SHAPE/</a>
	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Coronavirus Resources for Mentoring	<a href="https://nationalmentoringresourcecenter.org/">https://nationalmentoringresourcecenter.org/</a>

# RESTART & RECOVERY PLAN

Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	<a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>
Quality Child Care	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Division of Early Childhood Education	<a href="https://www.nj.gov/education/ece/hs/agencies.htm">https://www.nj.gov/education/ece/hs/agencies.htm</a>
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="https://www.nj.gov/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/covid19/sped/guidance.shtml</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>
	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a>
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://d31hzhlk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzhlk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>
	NJSIAA COVID-19 Updates	<a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf</a>
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	<a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>
	NJDOE EWEG	<a href="https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx</a>
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>

# RESTART & RECOVERY PLAN

Section	Title	Link
Purchasing	New Jersey School Directory	<a href="https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a>
	NJSTART	<a href="https://www.njstart.gov/bsol/">https://www.njstart.gov/bsol/</a>
	Division of Local Government Services	<a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a>
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf</a>
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>
Costs and Contracting	E-rate	<a href="https://www.usac.org/e-rate/">https://www.usac.org/e-rate/</a>
	Technology for Education and Career (NJSBA TEC)	<a href="https://www.njsba.org/services/school-technology/">https://www.njsba.org/services/school-technology/</a>
<b>Continuity of Learning</b>		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	<a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	<a href="https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml">https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml</a>
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	<a href="https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf">https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf</a>
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	<a href="https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf">https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf</a>
	Mathematics: Focus by Grade Level	<a href="https://achievethecore.org/category/774/mathematics-focus-by-grade-level">https://achievethecore.org/category/774/mathematics-focus-by-grade-level</a>
	Teacher Resources for Remote Instruction	<a href="https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml">https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml</a>
	NJDOE Virtual Professional Learning	<a href="https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml</a>

# RESTART & RECOVERY PLAN

<b>Section</b>	<b>Title</b>	<b>Link</b>
Professional Learning	Distance Learning Resource Center	<a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a>
Career and Technical Education (CTE)	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/topics/covid2019_schools.shtml">https://www.nj.gov/health/cd/topics/covid2019_schools.shtml</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>